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ABSTRACT

An action research project implemented a program for improving the reading skills of at-risk middle school students. The targeted population consisted of fifth- and seventh-grade students in a rural, middle class community located in northeastern Illinois. Evidence for the problem includes teacher observation, checklists, standardized tests, and student questionnaires. Analysis of probable cause data revealed that reading achievement could be affected by curricular and structural changes in the elementary school, inadequate teacher training and support, and demographic changes. The problem may be compounded by a lack of early reading intervention, a poor attitude toward reading, a lack of parental involvement, a poor school environment, and low self-esteem. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of the Paired Reading Program using parental involvement with daily oral reading and an incentive program. Post intervention data indicated an increase in students' reading comprehension scores, a decrease in their vocabulary scores, and in increase in the participants' speed and accuracy reading scores. (Contains 33 references and 11 figures of data; appendixes contain tests and survey instruments, an overview of the Paired Reading Technique, a participant/parent contract, a weekly reading log, and checklists.) (Author/RS)

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IMPROVING READING ACHIEVEMENT THROUGH THE USE OF PARENTAL INVOLVEMENT AND PAIRED READING

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ABSTRACT

This report describes a program for improving the reading skills of at-risk middle school students. The targeted population consists of fifth and seventh grade students in a rural, middle class community located in northeastern Illinois. Evidence for the problem includes teacher observation, checklists, standardized tests, and student questionnaires.

Analysis of probable cause data reveals that reading achievement could be affected by curricular and structural changes in the elementary school, inadequate teacher training and support, and demographic changes. The problem may be compounded by a lack of early reading intervention, a poor attitude toward reading, a lack of parental involvement, a poor school environment, and low self-esteem.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of the Paired Reading Program using parental involvement with daily oral reading and an incentive program.

Post intervention data indicated an increase in students' reading comprehension scores, a decrease in their vocabulary scores, and an increase in the participants' speed and accuracy reading scores.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

At-risk students of the targeted middle school classes exhibit poor achievement in reading. Evidence for the existence of the problem includes teacher observation, checklists, standardized tests, and student questionnaires.

Immediate Problem

Coal City Middle School (CCMS), one of three schools in Coal City Community Unit School District #1 (CCCUD #1), houses 520 students in grades five through eight. Based on the 1994-1995 school year figures, the average class size for each grade level is as follows: fifth grade - 21.6 , sixth grade - 20.5, seventh grade - 21.5, and eighth grade - 23.0. There are six classes each of fifth, sixth, seventh, and eighth grades. Fifth and sixth grades are divided into two teams with three teachers on each team. Seventh and eighth grades are not teamed. CCMS is not a fully included setting and has special education classes in the building. The building is an air conditioned, traditional structure with two levels. A media center, two gymnasiums, cafeteria, chorus/band room, art center, and two computer labs are shared by all students. Academic classes for fifth and sixth grades are held in individual areas. Academic classes for seventh and eighth graders are located on the second floor, as well as various classrooms in the remainder of the building, separated from the fifth and sixth grade classes.

As of September 30, 1994, the racial-ethnic make up of students was 97.0% White, 0.0% Black, 2.8% Hispanic, and 0.2% Asian Pacific Islander. The percentage of students eligible for bilingual education is 0.0%. The attendance rate at CCMS is 95.9% compared to 95.7% district wide. The student mobility rate, based on the number of times students enroll or leave a school during the course of the school year, is 8.4%. This is lower than

the district rate of 9.8%. Students who were absent from school without a valid cause for ten percent or more of the last 180 school days comprise 0.6% at CCMS. This rate is lower than the district level of 1.4% (CCCUD #1 School Report Card, 1995).

The staff at CCMS is comprised of 38 teachers, 26 female and 12 male, with seventeen teachers having a Master's degree. The average years of experience is 15.1.

Students are heterogeneously assigned to a classroom. The core subject areas and time devoted to them are as follows: mathematics - 40 minutes, science - 40 minutes, language arts - 40 minutes, reading - 40 minutes, and social studies - 40 minutes. In addition to core subjects, students in grades five through eight receive 40 minute periods of art and health for one nine-week period. Fifth and sixth graders receive a forty minute period of computer instruction daily for nine weeks; seventh and eighth graders receive a 40 minute period of computer instruction daily for 18 weeks. Students in fifth and sixth grades receive a 40 minute period of music instruction daily for nine weeks. Instrumental music is available to students at all grade levels in lieu of a 40 minute study hall, according to the following schedule: fifth grade - one period per week, sixth grade - three periods per week, and seventh and eighth grades - five periods per week. Vocal music is offered to sixth, seventh, and eighth grade students in lieu of a 40 minute study hall, according to the following schedule: sixth grade - 2 periods per week, and seventh and eighth grades - 5 periods per week. All students have a 40 minute period of physical education daily.

The Illinois Goals Assessment Program (IGAP) test is administered yearly to sixth, seventh, and eighth graders. Students in sixth and eighth grades are assessed by the state in reading, math, and writing. Seventh grade is state-assessed in science and social studies. In addition, all students in grades five through eight are given the Standford Achievement Test annually. All students are assessed quarterly on a district-wide progress report. Students in grades five through eight receive letter grades consisting of A (94-100), B (86-93), C (78-85), D (70-77), and F (0-69).

Fifth grade reading classes use the Silver Burdett and Ginn *Literature Works* series. Novels are also used to teach strategies and skills and to tie the social studies and reading programs together in cross-curricular studies. *Multiple Skills* series by Barnell,

Loft, Limited, and *Single Skills* series and *Surprise Endings*, both by Jamestown Publishers, are also used. Grades six, seven, and eight use the Copper, Bronze, and Silver programs, respectively, of the *Prentice Hall Literature* series. Individual teachers supplement with novels and periodicals.

Computer education for all grade levels consists of a curriculum devised by district teachers and two computer teachers. Classroom teachers have access to computer labs for additional computer activities.

Special education services are offered to children who qualify. The Media Center teacher provides a program of library skills and basic training in research skills when requested by teachers.

CCMS has a community volunteer program headed by an administrator. Volunteers are trained before entering the classroom with their main duties involving tutoring and enrichment.

Description of Surrounding Community

CCCUD #1 is located in the village of Coal City, Illinois. The current estimate of Coal City's population is 4,110. In this district, 1,596 students are enrolled with 8.1% from low-income families, and 0.2% are limited English proficient. One hundred percent of the teachers are White. Male teachers comprise 31.4%, and females account for 68.6% of the teaching staff. The average years of service in the district is 15.1 with an average salary of $40,942. The pupil-teacher ratio is 17.2:1. Teachers with Master's degrees and beyond comprise 39.8% of the total of 95 teachers. The administrators have an average salary of $57,321, and the pupil administrator ratio is 266.0:1 (CCCUD #1 School Report Card, 1995).

Coal City Middle School is located in the community of Coal City, incorporated as a village in 1881. Located in Grundy County, it is a rural community 60 miles southwest of Chicago. This school district services students within the city limits as well as the neighboring villages of Carbon Hill and Diamond. Students who live in unincorporated areas within school district boundaries also attend district schools.

As of 1995, the median home value in Coal City was $104,127. The median family income in 1990 was $35,728. More than 98.0% of the population of Coal City was White with a median age of 35.0.

Of the population of Coal City, 8.68% have only elementary school experience, 12.68% have some high school credit, 41.36% are high school graduates, 19.61% have some college credit, 5.68% have associate degrees only, 8.36% have bachelors degrees only, and 3.63% have graduate degrees (Grundy Economic Development, 1995). The employment rate is 93.0% (Grundy Economic Development, 1995).

Regional and National Context of Problem

Reading achievement is a high priority for success in education. Educators also realize that parental involvement is a key to raising student achievement. Improvement in these areas of reading achievement and parental involvement have generated concerns at the state and national levels. According to the National Commission on Excellence in Education (1983), "about 13 percent of all 17-year-olds in the United States can be considered functionally illiterate" (p. 8). Standardized test scores throughout the nation are declining. Average verbal scores declined in 1991 to the lowest level in 20 years (Leonhardt, 1993). Leonhardt (1993) also reported that in 1990, the National Assessment of Educational Progress (commonly known as the Nation's Report Card) indicated that few students in grades 4, 8, and 12 had actually mastered reading and writing.

Locally, more students at CCMS do not meet state goals in reading than in any other subject area as measured on the Illinois Goal Assesment Program results (CCCUD #1 School Report Card, 1995). The most important academic skill is reading. Because much of life's information is found in printed materials, all readers must attain a level of fluency. Therefore, the low reading achievement problem at CCMS must be addressed.

According to Berla (1992), parent involvement in a child's education during the middle school years (ages 10-14) is "as important to a child's success at school as it is in earlier grades" (p. 17). One program which addresses both reading development and parental involvement is Paired Reading. Paired Reading recognizes that reading development is linked to reading practice. Parents are trained in a method that "deals

thoroughly with the concept of how to engage students in supportive reading practice" (Paired Reading: Positive Reading Practice, 1991, p. 3).

Through the use of this program, students, parents, and schools benefit. Students' reading levels and their attitudes toward reading are improved. Parents and schools become partners in the educational process of middle school students who have demonstrated low reading skills. Reading is the basic bulding block for not only academic achievement but also for success in life.

CHAPTER 2

PROBLEM EVIDENCE AND PROBABLE CAUSES

Problem Evidence

When comparing reading achievement in the United States to other countries, American students are never in first or second place but rather ranked at or below the international average (Nation of Readers, 1984). This is cause for concern. How Americans have compared in the past is less urgent than the question of whether current generations will be literate enough to meet the demands of the future. As reported by Leonhardt (1993), average verbal SAT scores had declined in 1991 to the lowest level in 20 years. In 1972, 116,630 students scored above 600 on the verbal SAT; in 1991, this number was down to 74,000. The Nation's Report Card indicated that few students in grades 4, 8, and 12 had actually mastered reading and writing (Leonhardt, 1993). Karlin (1972) states that the ability to read is of prime importance to successful living as well as to success in school.

In order to document the extent to which these concerns exist in the targeted fifth and seventh grade classrooms, the teacher-researchers observed the inability of many students to read at grade level, examined the School Report Card, and administered the Gates-MacGinitie Reading Test, Survey D, Form 1 (See Appendix A). Additionally, teachers and the librarian witnessed that students had difficulty in selecting appropriate reading materials. Students chose literary works that were either below grade level or far too advanced for their reading ability. Finally, logs were maintained by teacher-researchers for the dual purposes of documentation and reflection.

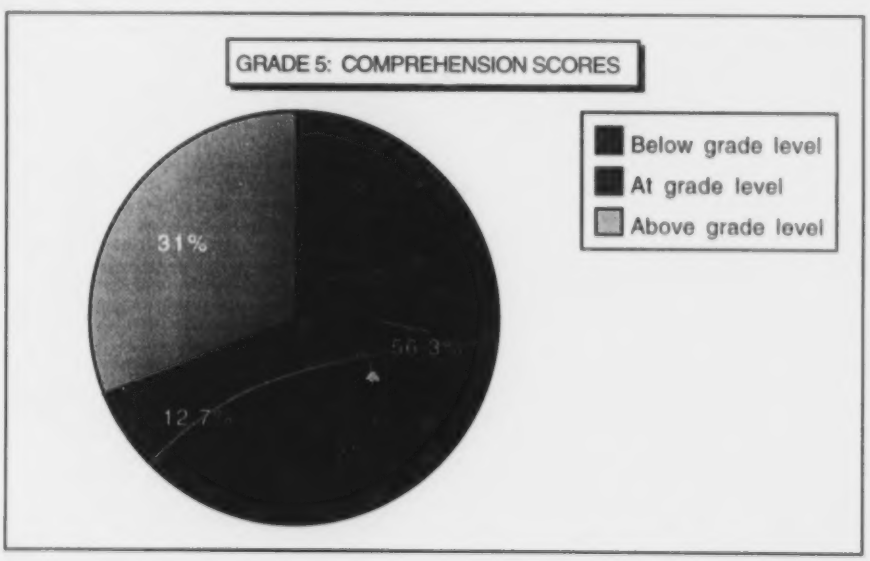
Within the first two weeks of school, many fluency problems in reading were observed by the teacher-researchers. Basic word attack skills were lacking during oral reading. Digraphs, diphthongs, blends, and dropped endings were major stumbling blocks. Context clues were not an aid in deciphering word pronunciations. Students

would rather guess at the word than decode the phonemes. A large number of students could not read or comprehend not only the reading class texts but also those of other content areas, especially science and social studies. In addition, while reading independently, students seemed reluctant to stay on task. For example, many surveyed their environment while others scanned the pages of their books--anything to avoid the reading task.

According to the Coal City Community Unit #1 School Report Card (1995), 15% of the tested CCMS students did not meet the state goal in the area of reading. In addition, at the state level, 27% of those tested in grades six and eight did not meet state goals in reading. This shows that additional instruction is needed in this area.

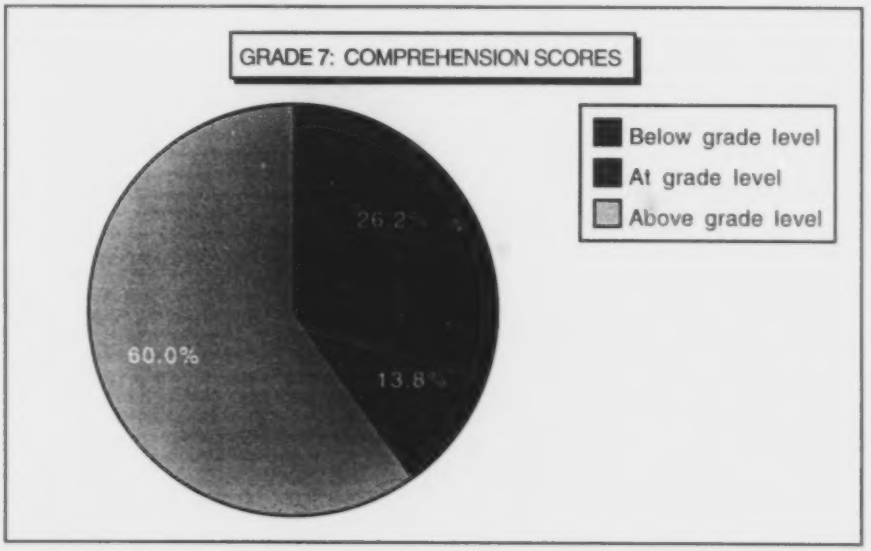
During the third and fourth weeks of school, all students in the targeted fifth and seventh grades were given the Gates-MacGinitie Reading Test, Survey D, Form 1 (See Appendix A). As depicted in Figure 1, 56% of the fifth graders tested scored below grade level in the comprehension section of the reading test.

Figure 1.



Similarly, the seventh graders were given the same test. Figure 2 shows that 26% scored below grade level. The results of these tests support the teacher-researchers' observations that many students are not reading at grade level.

Figure 2.



Due to the noticeable number of Coal City fifth and seventh grade students who scored below grade level on the Gates-MacGinitie Reading Test, Survey D, Form 1, nineteen individuals in this category were targeted for the Paired Reading Project (See Appendix A). The test scores of the identified fifth graders on Form 1 in the three areas of comprehension, vocabulary, and speed and accuracy are shown in Figures 3 and 4.

Figure 3.

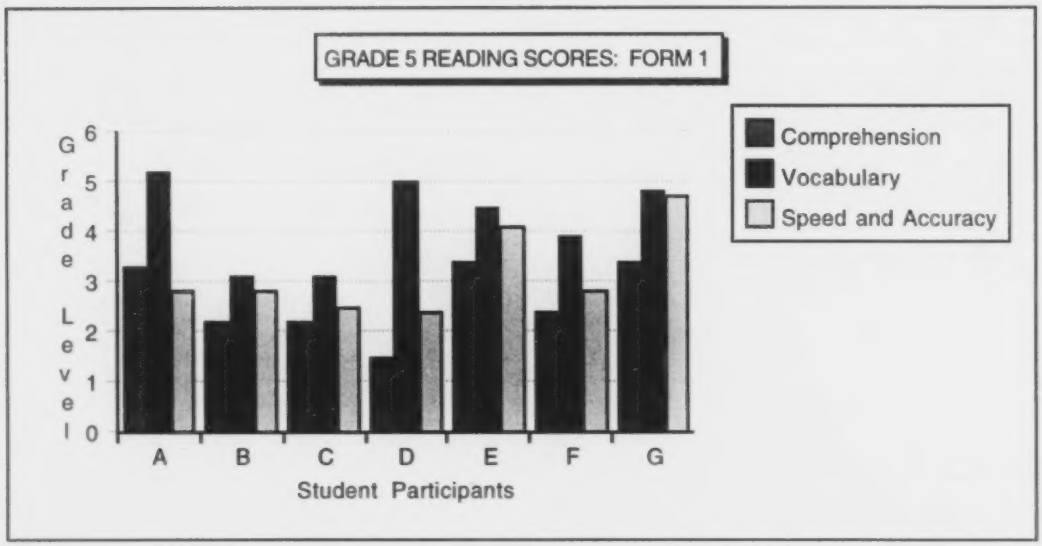
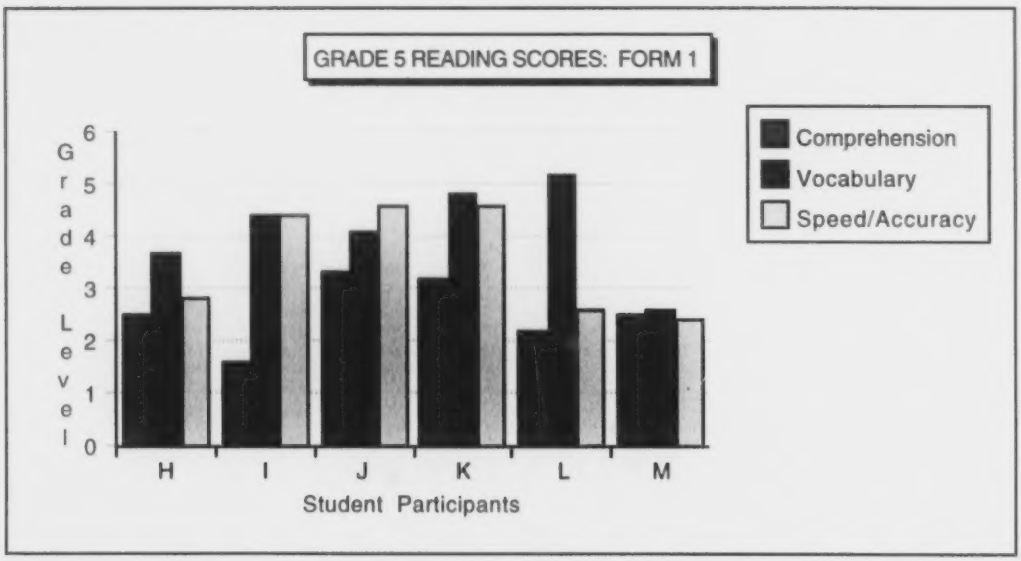
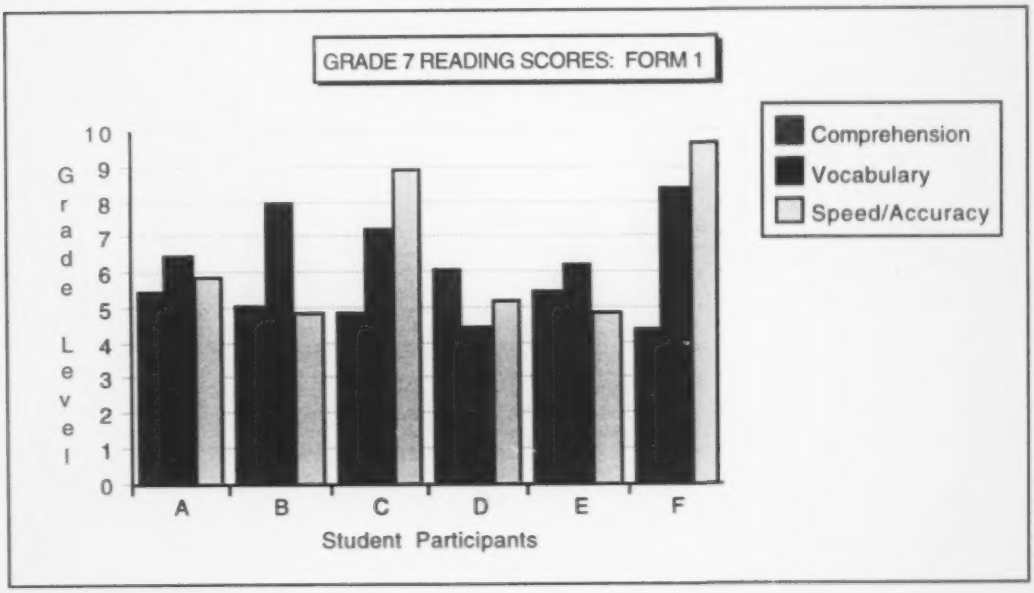


Figure 4.



Similarly, the results of the comprehension, vocabulary, and speed and accuracy reading tests of seventh graders using Form 1 are shown in Figure 5.

Figure 5.



Based on school librarian observations, students are having difficulty in choosing reading materials. For instance, some pupils asked for books from the Clifford series by Norman Bridwell and from the primary basal Ginn readers involving the characters Dick, Jane, and Spot. In contrast, others selected literary works that were too advanced for them. One example is a fifth grader requesting a copy of Little Women by Louisa May Alcott, which contains difficult vocabulary as well as syntax. "Students seem to make their selections based on print size, number of pictures and pages, and colorful cover illustrations," maintained Miss Colette Kirby, a CCMS fifth grade teacher. It is extremely important to react to these observations and to help students develop strategies for selecting developmentally appropriate reading materials.

Probable Causes (site-based)

An analysis of the site in relation to the problem evidence suggests several probable causes. These causes are population fluxuation, home environment, curriculum and structural changes, inadequate training of reading teachers, and the absence of a district reading specialist/coordinator.

As presented in the CCCUD#1 Report Card (1995), student mobility within the district is 9.8% and 8.4% in the middle school alone. In conversation with Scott Breuning, CCMS guidance counselor, mobility has increased drastically in the past several years. The number of students leaving the district is far less than those enrolling in the district. This change of schools involves a change of reading curriculum leading to possible confusion and a lack of reading achievement.

Another probable cause is poor home environment. Registration cards indicate a great number of single parent and blended families. Parents' legal problems, such as arrests for drugs and battery, custody conflicts, alcoholism, financial difficulties, in addition to other home problems, can also affect some students' well-being. These children are so overwhelmed by problems at home that academic achievement is unimportant. Aside from this, many children are growing up in non-reading homes.

Curriculum changes in the elementary school may have had an effect on recent reading achievement in the district. Three years ago the administration decided that all elementary classrooms should employ the whole language approach to reading. Teachers were given two weeks of training in the whole language method of teaching and were then expected to be proficient in this method. The problem with this action was pointed out by W. Christine Rauscher, PhD., hired by the district to evaluate its reading program. In her report she states, "Teachers cannot be mandated to be 'whole language' teachers since it is a philosophy" (Rauscher, 1996, p. 4). Each teacher developed his/her own interpretation of whole language resulting in inconsistencies in reading instruction.

The elementary school has also experienced structural changes in recent years. The administration mandated self-contained classrooms. Previously students in grades 1-4 had been tracked into high, average, and low reading classrooms with other students at similar

levels of reading achievement. This change could be another cause for this decline in reading achievement.

An additional site-based cause could be a lack of teacher training in reading. If this district is going to mandate changes in reading instruction, it needs to provide leadership and training to insure a consistent reading program throughout the grades. At the present time, the district has no reading specialist/coordinator and has no plans to employ one.

Recent research has indicated another probable cause for lack of reading achievement. A child who is a poor reader at the end of first grade invariably remains a poor reader through the end of fourth grade (Juel, 1991). This leads to the logical conclusion that a first grade intervention program is a necessity. CCCUD#1 has two reading specialists at the elementary building who service students in grades 1 through 4, but there is no specific Reading Recovery-type program in place.

Probable Causes (literature-based)

Researchers have always been interested in the reasons why children have reading difficulties. Causes of reading problems may be physical, intellectual, emotional, and environmental/cultural, or they may stem from factors within the schools themselves.

Physical factors which may affect reading achievement include visual and auditory handicaps, health, and body chemistry. Researchers agree that visual and auditory discrimination skills are important factors in reading but that training helps improve weaknesses in these areas. The health of students also affects their ability to learn. Prolonged illnesses, malnutrition, or other serious health disturbances place a burden on students, leaving them unable to concentrate on difficult learning tasks. Other researchers have found that an imbalance in the body's chemistry prevents students from concentrating on learning. Medication to improve the imbalance has proven helpful in reducing distractability and making students more amenable to learning.

The school environment also affects reading achievement. First, class size affects achievement. This is especially true in the primary grades. Secondly, some school environments do not provide a literate atmosphere. Library budgets are cut; libraries are shut down. Classroom teachers are not allotted money to fill their classrooms with books.

Reading achievement is not a priority.

The use of whole language as a teaching method is another probable cause. Whole language is instruction in which the teacher regularly reads aloud and teaches reading through story and literature instead of basal materials with controlled vocabulary. Many times whole language programs reduce linguistic nourishment and phonetic instruction. Vail (1991) finds three drawbacks to the whole language movement: a lack of instruction in decoding and word recognition skills needed for independent reading, a reliance on narratives for instruction rather than content materials as in science and social studies texts, and a lack of integration of various reading programs to motivate readers.

A third cause for low reading achievement is a lack of staff training and development. The teaching of reading is not just a job for English teachers; the entire faculty should contribute to the reading program's effectiveness. Some teachers will feel that they are not qualified for teaching reading or that one more job is being added to their numerous present duties (Karlin, 1972). "It's no wonder that fewer than a third of today's students are proficient in reading. Eighty percent of teachers say they don't have enough training to teach it" (Carbo, 1996, p. 31). Training is needed in order to make staff members comfortable in the teaching of reading in all content areas. In one survey of teachers, less than 10% of 570 teachers claimed to have had any preparation for teaching reading. In another survey, one out of 127 high schools had a qualified teacher of reading on staff (Karlin, 1972). Teachers who have never had training in reading cannot be expected to launch into the expert teaching of reading skills. According to Karlin (1972), unless leadership is provided, any reading program will fail before it has a chance to succeed. Inappropriate methods of teaching reading can also be seen due to a lack of staff development. Karlin (1972) maintains that no teacher can teach reading adequately if s/he has not been prepared to do so. "The common goal of teachers should be to do whatever it takes to make sure their students are successful in reading" (Carbo, 1996, p. 31).

According to Lapp (1978), the teacher is a more important variable for success in reading instruction than are the teaching methods and instructional materials. Teachers must strive to create positive learning environments and facilitate the learning process.

"The attitude of the teacher can make a tremendous difference in the students' interest in reading" (Karlin, 1972, p. 47). There could be several underlying causes for a teacher's poor attitude in the classroom such as professional jealousy, miscommunication, marital difficulties, or personal problems; nevertheless, these issues should be dealt with immediately to keep them out of the learning environment. A negative attitude from any staff member can quickly spread (Fuhr, 1993).

Lack of intervention early in a student's reading instruction is another cause of poor reading achievement in later years. According to Taylor, Short, Frye, and Schearer (1992), there is a high probability that a student who is low in reading at the end of first grade will stay a disabled reader for quite some time. They also state that research has shown that the best way to break this lack of reading growth is to provide intervention/remediation for these students as soon as possible. Borg, Gall, and Gall (1993) also support this claim. Based on several studies, children who were poor readers at the end of first grade remained poor readers through fourth grade.

Self-esteem also affects a child's reading development. That a child's self-image has a direct effect on his or her ability to perform favorably in school is a popular idea shared by many educators. "Students with low self-esteem do not believe that they can succeed in difficult tasks" (Karlin, 1972, p. 40). According to Schunk (1982), a child's self-perceptions are likely to either motivate or inhibit learning. This is an idea that must be taken into consideration when teaching reading, particularly to young and middle school-age children. "Parents and school personnel at all levels create environments that can foster or diminish self-esteem" (Coopersmith, 1981, p. 165).

The attitude a child has about himself or herself as a reader also has an effect on his or her reading achievement. Students who read well will read more often, for a longer period of time, and more intently, which, in turn, makes them better readers (Henk and Melnich, 1995). This will raise their self-image as readers, and a positive cycle is established. However, a student who pictures himself or herself as a poor reader will try to avoid reading, will not want to put much effort into it, and will not be likely to have a high level of competency in reading.

Another factor in reading achievement is the student's socio-economic level. "There aren't many reports which do not show that children who come from low socio-economic environments as a group do less well in reading than do children from higher socio-economic levels" (Karlin, p. 38). Family mobility and family stability, as well as income level, were cited as factors in reading achievement. Low incomes, frequent moves, and unstable marriages all can affect the level of reading achievement. Other studies report that children from homes in which fathers are absent did less well than from families whose fathers were present. Poor socio-economic conditions in the home are thought to affect a student's self-esteem, interest in learning, and expectation of success, all of which have a direct effect on reading achievement.

Another possible reason for the lack of reading achievement is the increase in the amount of television watching done by students. This increase presents two problems. First, "extensive television watching probably diminishes children's ability to be active, agressive learners" (Oakes, p. 224). Much of the content of television, with its preoccupation with the adult themes of sex, violence, materialism, illness, and death, prevents children from paying attention to serious matters for more than a few minutes. The involved concentration needed to cement the processes of reading is too unfamiliar and difficult of an effort. A related problem is that television viewing just takes up too much of the day. Other important activities, including, perhaps, homework and independent reading practice, are squeezed out of the day's schedule.

Finally, parental involvement, or the lack of it, in a child's reading program can make a great deal of difference in the development of that child's reading ability. It has been shown that one of the largest factors in a child's reading progress is whether or not the child reads with a parent at home. This is true regardless of socio-economic status (Topping, 1986). There are many reasons that parents can give as excuses for not working with their children. Some of these are not enough time, fear of doing it wrong (especially if the parent has a limited education), and the parent's idea that it is the teacher's job to teach reading. Children also have reasons why they do not want to work with their parents: they would rather do other things because they have already been in school all

day, they have feelings of failure, they have a poor relationship with a parent, they believe their parents do not want to help, or they prefer that the parent read to them rather than with them (Burton, NDG).

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Lack of reading achievement is a complex problem that has been addressed by researchers and educators alike. However, there is no simple solution. Due to the varied causes of reading difficulties, no one method of remediation or instruction would be appropriate in all cases. A review of the literature, however, has suggested that employing various strategies in concert with each other works toward success.

One solution to the problem of poor reading achievement is to alter the reading program at the elementary school level. "Success for All" is one program which is showing success in reaching all children and getting them at or above grade level by the end of second grade. It was developed and piloted by Robert Slavin, the co-operative learning expert, in co-operation with Johns Hopkins University for the Baltimore city school system in 1987 (Freeman, 1996). Co-operative learning is one element of the program, but there are other equally important facets in the program. First, reading periods are 90 minutes in length with students grouped across age lines so that reading groups are reading at the same level. Kindergarten and first grade students use phonetically regular storybooks (published by the "Success for All" program) and are given direct instruction in phonetic awareness, auditory discrimination, and sound blending, as well as meaning, context, and self-monitoring strategies. Students at-risk in grades 1, 2, and 3 receive one-on-one tutoring from certified teachers during afternoon pull-out sessions. In grades 2 through 5, students do a great deal of partner reading, using reading materials provided by the individual school districts. Students at all levels are assigned 20 minutes of reading each night as homework. "Success for All" has a building co-ordinator at each site who oversees staff support teams, goal setting, and on-going professional development. Another element of this program is family involvement. A family support team works with caregivers to develop plans for

students having problems, in or out of school, and to co-ordinate various resources to address the students' needs.

Another step to solving the reading achievement problem is to teach reading in the content areas. Instead of teaching students the reading skills required to understand a textbook, the teacher will reduce the literacy requirements (McKenna & Robinson, 1991). The curriculum itself is made easier for the students to pass. The teacher should teach reading strategies so that the learners can comprehend the material as it is presented in their texts. Because students may find content materials difficult, teachers must use techniques that will facilitate reading. According to Oakes and Lipton (1992), schools must establish classroom conditions that support learning. Lessons need to be built on knowledge that is important, challenging, complex, and related to real life. These lessons must go beyond rote learning and trivial assignments. Therefore, teachers must teach comprehension strategies to enhance student learning in their specific content areas (National Academy of Education, 1985).

An additional solution to the problem of low reading achievement is to use a cross-age interaction program. Leland and Fitzpatrick (1994) designed such a program involving 24 sixth graders, who lacked self-confidence and read at or below grade level, and kindergarten students. The older students were trained in the areas of goal awareness and preparation and learned strategies for reading to younger children as well as for working with this age level. After each 45 minute weekly session, the sixth graders would analyze their effectiveness and teaching techniques. The material used was selected in advance to allow for practice and role playing. The cross-age partners read books together, illustrated stories, wrote their own literary works, and made bound collections of these works during an eight month period. This project not only made reading relevant and real to the sixth grade students but also greatly increased their reading interest levels.

In order to attain a higher level of comprehension and a greater enjoyment of reading, students must be given a purpose for reading. This is not only true of reading for information or facts from a text book or reference work, it is true for recreational reading as well. According to Blanton, Wood, and Moorsman (1990), "purpose setting in reading

instruction can facilitate comprehension in many ways" (p. 33). Having a purpose defines the reason for reading, provides a guide for independent work connected with a reading assignment, and aids students in making wise decisions in choosing material they wish to read. Having a purpose for reading can also be helpful in allowing the students to integrate what they learn in guided reading with information they already have.

"Purpose must be carefully matched with appropriate instructional strategies" (Blanton et al., 1990, p. 34). These strategies include: reading to update knowledge, reading to prove or disprove predictions, reading to understand and recognize the structure of a text, reading to understand how a strategy works, applying information learned, and reading for pleasure (Blanton et al., 1990). If reading instruction includes these strategies, the students would become successful readers. If, however, children are not taught how to attain the reading comprehension they need to fulfill their purpose for reading, the reading program will be inadequate.

In teaching students to read with a purpose, this learned behavior will help them ultimately to arrive at their own strategies and purposes for reading, and will enable them to choose a wider range of reading materials and develop the ability to learn from reading. Without guiding students in purposeful reading, they will tend to read material only to answer questions or pass a test. Their choices in recreational reading will not expand and improve as it should. With guided reading they will realize that reading can mean learning, and it can become a gratifying experience. Going hand-in-hand with this theory is the idea that teachers need to be taught how to project the importance of this kind of reading and how to teach the strategies of purposeful reading to their students.

In a related vein, Ediger (1993) believes that reading achievement will improve when students are involved in a reading curriculum that addresses individual student interests. He recommends that the reading of and responses to trade books be done in self-selected committees. Those students interested in the same book read and discuss the book together, and then they plan a culminating project to present the content of the book. He reports on a number of possible projects: murals, role-playing, dioramas, pantomimes, drama, writing a letter to the author, rewriting with a different setting or point of view,

constructing props, drawing a map, developing a test, comparing the selection to another previously read selection, or making a bulletin board display. He also believes students should be involved in developing the evaluation of the project. With such a variety of books from which to choose, classmates with whom to share the excitement, and a variety of responses from which to choose after the book is finished, interest and achievement in reading are certainly bound to increase.

Yet another suggested method of improving reading achievement is to increase the amount of time a teacher (or parent) spends reading aloud to his or her students. The advantages are numerous. Students are introduced to good literature, language development is encouraged, vocabularies are enhanced (particularly for those from homes where experiential language is limited), and, most importantly, reading becomes such an enjoyable experience that it strengthens a young person's desire to read. Most current reading experts recommend that a good reading program contain these three elements: direct instruction, sustained silent reading, and reading aloud. Reading aloud is an essential part of reading instruction. In fact, "the single most important activity for building the knowledge required for reading is reading aloud to children" (Becoming a Nation of Readers, as cited in Dwyer and Isbel, 1990, p. 71).

"If we want our adolescent students to grow to appreciate literature...[a] first step is allowing them to exert ownership and choose the literature they will read" (Atwell, 1987, p. 161). Students need to have an opportunity to choose at least some of their reading material. It is Atwell's contention that by allowing students to make their own choices, they will imporove their reading and 'get into' books (Atwell, 1987). Students also need to discover for themselves the type of literature they like. As they read, they will begin to recognize and appreciate the writing styles of a variety of authors, and they can make better choices of what they enjoy and what does not interest them. This does not mean that they should read only one kind of book or one author. It simply means that they can make selections from a large number of literary sources which cannot happen if students are allowed to read only what is assigned by the teacher. Students should be encouraged to make regular visits to their school and public libraries. According to Nowell (1995), the

information found in books enables anyone to cope with the world, its people, its problems, and the future.

After making their reading selections, students need to have time to read what they have chosen. A period of time set aside each day for reading appears to be a must if we are going to develop better readers. "Schools and classrooms that set aside time for reading send the message that reading is important" (Avery, 1993, p. 58). United States elementary school students, grades K-6, spend only 6 percent of a typical school day actually reading; our junior high kids...less than 3 percent...Goodlad (as cited in Costa, Bellanca, and Fogarty, 1991). Teachers seem to demonstrate to students that unless a student is reading for a special assignment, other reading is unnecessary. However, according to Atwell, "periods of silent and independent reading are perhaps the strongest experience I can provide to students to demonstrate the value of literacy" (p. 157). Sustained Silent Reading (SSR) or Reading Workshop allows students time to read what they choose during an uninterrupted period of time. They can concentrate on what they're reading for the pleasure of reading, not for facts being sought by the teacher.

A final solution to the problem of low reading achievement is to increase parental involvement. This has emerged as one of the most popular ideas in educational reform. Clark (1995) and Berla (1992) state that parents need to become partners with the school in the education of children. In March 1994, Congress passed the Goals 2000 education legislation which contains a section on parental involvement. This legislation states, "Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children" (Clark, 1995, p. 60). However, Oakes and Lipton (1990) and Clark (1995) indicate that this parental support seems to steadily decline as children get older. Sometimes the school gives this message; at other times, it is the child's preference or the parent's as s/he puts more responsibility for success on the child. Young people actually need more parental support during their adolescent years than ever according to Berla (1992). They need caring adults who provide reassurance that they are loved and important. Parents have a duty to support their children's progress as readers. As concluded by the National

Academy of Education (1985), parents are the ones who lay the basis for learning to read. Also, they must encourage reading growth through library visits, at-home reading, homework support, oral reading, and listening. Many teachers are beginning to realize that parents are part of the solution to a child's reading problems. Therefore, these educators are guiding parents through various methods for helping to increase their child's academic success. According to Topping (1987), research in the United Kingdom has determined that when parents listen to their children read at home, reading progress is enhanced regardless of any other factors, such as socioeconomic level.

One such method that has received much recognition is Paired Reading, a technique dating back to the mid-seventies. After participating in a training session where the paired reading steps are explained, the parent and child begin an 8-12 week session. For approximately 15 minutes a day for a minimum of five days a week, the parent and child read aloud in unison until the child uses a pre-determined signal which indicates that s/he feels confident enough to continue reading alone. If a child does not pronounce a word correctly or does not attack a word within four seconds, the adult says the unknown word correctly and unison reading begins again. The above procedure is then repeated. By reading orally, the child gains insights into several facets of reading: expression, timing/rhythm, punctuation, and, of course, reading itself. Praise is given by the tutor during the reading session; negative or forceful comments are not allowed. Discussion of the content occurs as needed during reading and at the end of the session. The child selects his own reading material which allows him to pursue his own interests, to have a sense of control, and to eliminate failure. In addition, this technique allows the child to spend quality time with a parent--time which may have been too infrequent or nonexistent in the past. Some form of evaluation, such as a combination of feedback sessions, teacher checklists, parent checklists, self-evaluation forms, or reading comprehension tests, is also a part of the Paired Reading Program. According to Topping (1986), research shows that paired readers progress at approximately three times normal rates in reading accuracy and about five times normal rates in reading comprehension.

Paired Reading, a very inexpensive program, has become widely used over the past years with many variations of the basic program. This technique is now being used in adult literacy programs. Topping (1987) also reports that in feedback questionnaires, parents indicated that their children were reading more with increased interest, enjoyment, understanding, and confidence. Even questionnaires completed by the paired readers themselves indicate a more positive attitude toward reading due to progress in reading ability. The Paired Reading Program is by no means a panacea for low reading achievement. However, research has shown this program to have a great impact on a child's reading skills. Because of this technique, parents become effective in their children's academic growth and success.

As previously stated, the use of one method alone may not be a solution to the problem of low reading achievement. Researchers and educators must use a combination of techniques in order to effectively develop the reading skills of students.

Project Objectives and Processes

As a result of the Paired Reading Project utilizing parental involvement, during the period of September 1996 to December 1996, the at-risk students in grades five and seven will increase their level of reading comprehension, as measured by the Gates-MacGinitie Reading Tests (Survey D, Forms 1 and 2) and observation checklists.

In order to accomplish the project objective, the following processess are necessary:

1. Construct an identification process to select students for the project.
2. Develop notification and training procedures for parents.
3. Develop a plan to help ensure and encourage parental and student accountability.
4. Create a reserve team of trained adult volunteer tutors.
5. Construct assessments to indicate outcomes.

Project Action Plan

I. Student identification process

A. Administer Gates-MacGinitie Reading Test, Survey D, Form 1 to fifth and

seventh graders (See Appendix A)

B. Take the 20 (approximately) lowest scores of total students tested

C. Meet with the 20 selected students to explain the Paired Reading Program

D. Administer attitude survey (See Appendix B)

E. Administer effort survey (See Appendix C)

F. Administer enjoyment survey (See Appendix D)

G. Decide how many non-parent tutors are needed

II. Parent and student notification and training

A. Mail program information (See Appendix E) and letter (See Appendix F) to parents

B. Call non-responders after three or four days

C. Prepare materials and handouts for training sessions

1. Overview of the Paired Reading Program (See Appendix G)
2. Parent-student contract (See Appendix H)
3. Daily reading logs for September 30 - December 8 (See Appendix I)

D. Hold training sessions on September 24 and 26 at 7:00 P.M.

1. Name tags
2. Refreshments
3. Handouts
4. Book selection

III. Student and parent accountability

A. Weekly reading logs

1. Due Monday for a prize and extra credit
2. Due Tuesday for extra credit only (10 bonus points in reading class)
3. Due anytime for credit in the program

B. Parent contract

1. Positive feedback from teachers
2. Positive feedback from parents

C. Parent-student sessions

1. Dates

a. October 7, training

b. November 4, feedback session

c. December 9, parent conferences

2. Times

a. 6:30 P.M.

b. 7:30 P.M.

3. Ten participants (approximately) per session/time slot

4. Materials

a. Parent-student reading logs

b. Book selections

5. Refreshments

6. Agenda for feedback session

a. Comments and concerns

b. Ten minute paired reading session

c. Reading discussion

d. Discussion of culminating activity

1. Date: December 11, 1996

2. Field trip to the Museum of Science and Industry in Chicago

3. Lunch at Ed Debevec's restaurant in Chicago

IV. Create reserve team of tutors

A. Possible tutors

1. Faculty and staff members

2. Administrators and guidance counselor

3. Public library adult tutors

4. Parent-School Organization (PSO)

5. Program coordinators

B. Training session: October 7

V. Assessments

A. Administer Gates-MacGinitie Reading Test, Survey D, Form 2 (See Appendix J)

B. Administer student checklist (See Appendix K)

C. Administer tutor checklist (See Appendix L)

Methods of Assessment

In order to assess the effects of the Paired Reading Program, tests to determine the variance of reading level will be administered. The Gates-MacGinitie Reading Test, Survey D, Form 2 will be used (See Appendix J). In addition, checklists will be kept by teachers throughout the intervention period of 10 weeks, and journals will be maintained by the researchers. Anecdotal records concerning the feedback session will also be recorded. Student participants will complete the student checklist at the conclusion of the program. Tutors will also fill out a tutor checklist upon completion of the program.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to increase the reading comprehension of at-risk students in the fifth and seventh grades. The implementation of the Paired Reading Project utilizing parental involvement was selected to effect the desired change.

The Gates-MacGinitie Reading Test, Survey D, was used to indentify at-risk students in grades five and seven (See Appendix A). The students who obtained the twenty lowest scores at each grade level were selected for possible participation in the Paired Reading Project. The teacher/researchers met with the selected students to explain the project. Surveys to assess the participants' attitudes, effort, and enjoyment of reading were administered to these selected students (See Apendices B, C, and D).

Next, the parents of the selected students were informed by mail of the upcoming project and their child's invitation to join (See Appendices E and F). Parents were asked to indicate their interest in the program by completing the response form and returning it to their child's reading teacher. Approximately half responded immediately; all parents were telephoned three days later to confirm their interest, or lack of interest, in the program. In all, thirteen of the twenty fifth grade families were interested in participating; six of the eligible seventh grade families were interested. All but four parents showed interest in tutoring their child themselves. The remaining four requested that a tutor be found for their child. Community members who volunteer at CCMS were asked to attend the training sessions to meet this need.

Training sessions for interested parents, their students, and volunteer tutors from the community were held on September 24 and 26, 1996. Books of high interest and appropriate reading levels were displayed around the room. At the beginning of the session, handouts giving an overview of the Paired Reading Program were distributed and

discussed (See Appendix G). Participants then watched a training video demonstrating the procedures of paired reading. Tutors and students had a ten minute practice session utilizing the techniques demonstrated in the video. At the conclusion of the practice session, parents were asked to finalize their decision to join the program by signing a contract (See Appendix H). All attending parents chose to partcipate. The training session ended with an explanation of the reading logs which students were required to keep for the duration of the project (See Appendix I). Rewards and incentives for students who completed the project were also discussed.

The program began on September 30 with fifteen sets of parents and students reading at home. Four additional students were tutored at school by either a community volunteer or a teacher/researcher.

Throughout the ten-week project, students and parents were held accountable through the use of weekly reading logs. These logs were to be returned to the teacher/researcher on Mondays for a prize and extra credit in their reading classes. Rewards varied from week to week. Sometimes students chose between a folder or a book; other choices included candy bars, specialty pencils, date books, and hacky sacks. If the logs were returned on Tuesday instead of Monday, extra credit was given, but prizes were not. Logs could be returned at any time for credit in the program.

Parents and students were asked to attend a feedback session on October 7 to verify that the paired reading procedures were being followed properly. At this session, parents and their children demonstrated a paired reading session with a teacher/researcher observing. Any necessary refinements or corrections concerning the procedure were discussed individually with students and their parent-tutors. Parents were encouraged to contact the teacher/researcher should any problems occur. The date for the second feedback session was set for November 4. The purpose for the final feedback session was to celebrate a book that the student had read during the program. Students compiled information about their favorite books to use in completing a poster about that book.

On November 4, parents and students once more met as a group. An opportunity was given for parents to express any concerns or questions they were having with the program. Then, parents and students, together, completed a poster designed to show the student's comprehension of the novel. This session concluded with the announcement of the details of the field trip. Students who completed the project were invited to attend; participating parents were also invited.

At the end of the ten-week program, several assessments were administered. All participating students were given the Gates-MacGinitie Reading Test, Survey D, Form 2 (See Appendix J). In addition, students were given a checklist (See Appendix K). Parents and community tutors were also asked to complete a checklist (See Appendix L).

The results of the Gates-MacGinitie tests were assembled and presented to the parents during individual conferences on the evening of December 9. Parents were asked to return their completed checklists, along with any additional comments they had.

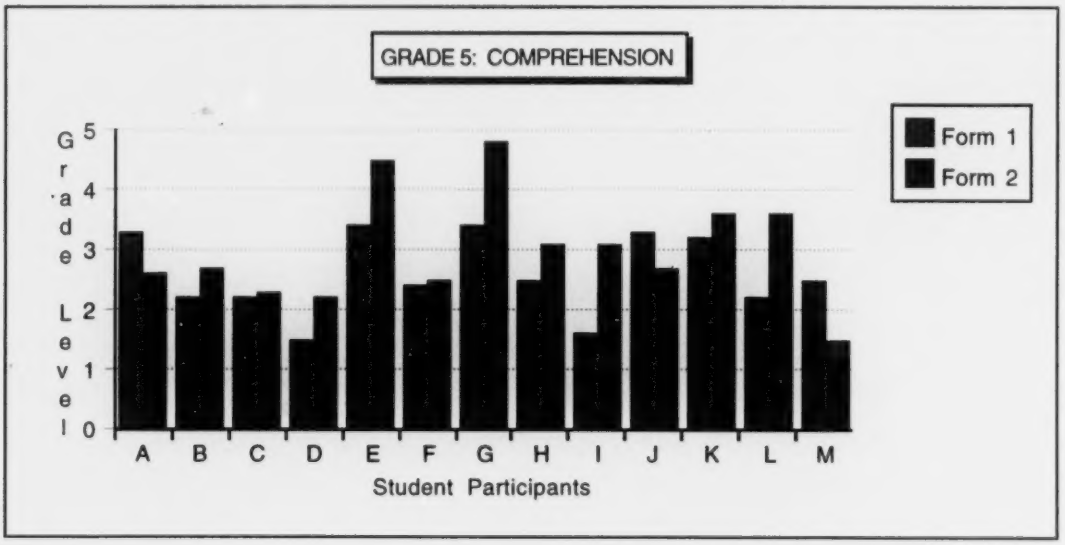
The final activity for this program was a field trip to Chicago on December 11. Students who met the requirements for completing the program were invited, along with their participating parents. The highlights included a visit to the Museum of Science and Industry's I-Max Theater and lunch at Ed Debevec's. Students were responsible for bringing money for lunch; CCCUD#1 paid for transportation and entry fees to the theater.

Presentation and Analysis of Results

In order to assess the effects of the Paired Reading Project utilizing parental involvement on reading comprehension, the Gates-MacGinitie Reading Test, Survey D, Forms 1 and 2 were administered before and after the ten-week period (See Appendices A and J). Students were given three subtests: Comprehension, Vocabulary, and Speed and Accuracy. Results for the 13 fifth graders are reported in Figures 6, 7, and 8; results for the six seventh graders are reported in Figures 9, 10, and 11.

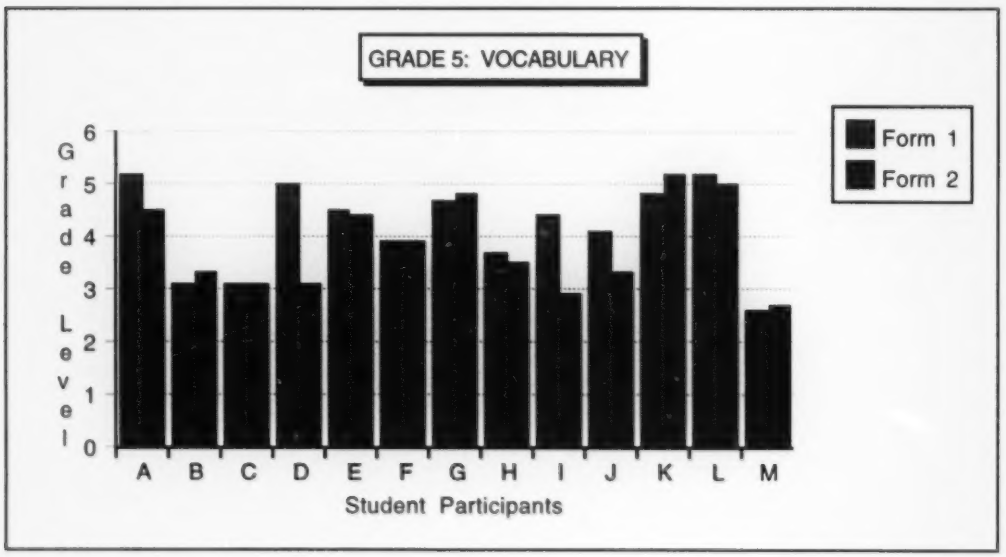
On the comprehension subtest, 10 of the 13 fifth grade participants showed growth (See Figure 6). The growth rate ranged from .1 to 1.5 years. The average growth rate was .47 years with four students gaining over one year's growth, six gaining less than one year, and three showing no growth.

Figure 6.



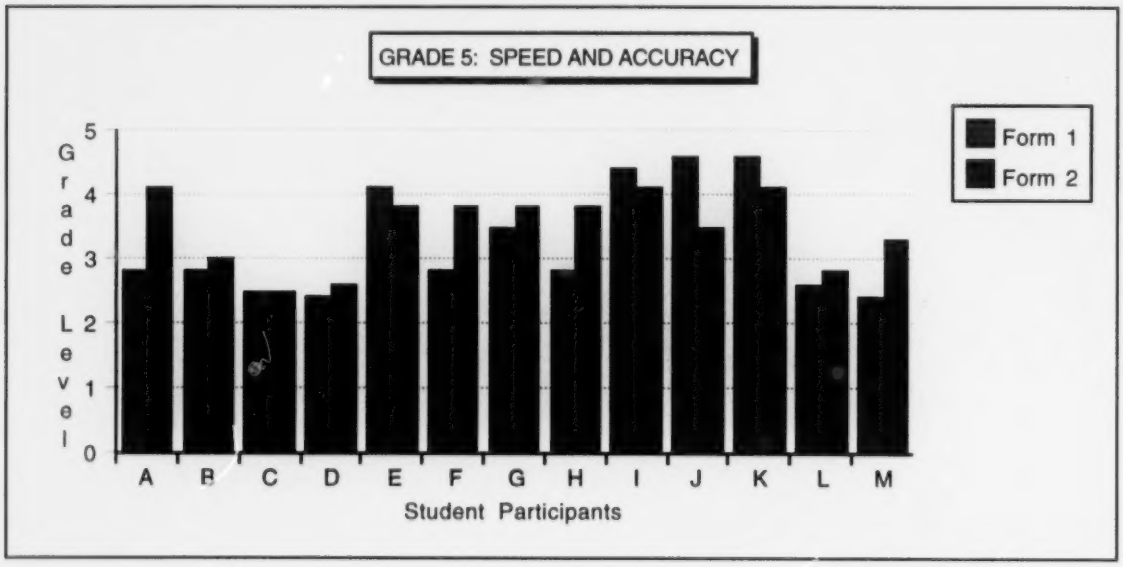
On the vocabulary subtest, five fifth graders showed an increase in vocabulary development while six showed a decline (See Figure 7). Two students' scores remained the same. Students whose scores improved showed an increase of .1 to .4 years. For students whose vocabulary subtest scores declined, the range was from .1 to 1.5 years. The average grade level for Form 1 was 4.18 while the average grade level on Form 2 was 3.82. These scores represent an overall grade level decline of .36.

Figure 7.



On the speed and accuracy subtest, nine of the thirteen fifth graders showed improvement (See Figure 8). Grade levels increased from .2 to 1.1 years. Three students showed growth of over one year while six gained in the .1 to .9 year range. Four students demonstrated no growth. The average growth rate was .24 years.

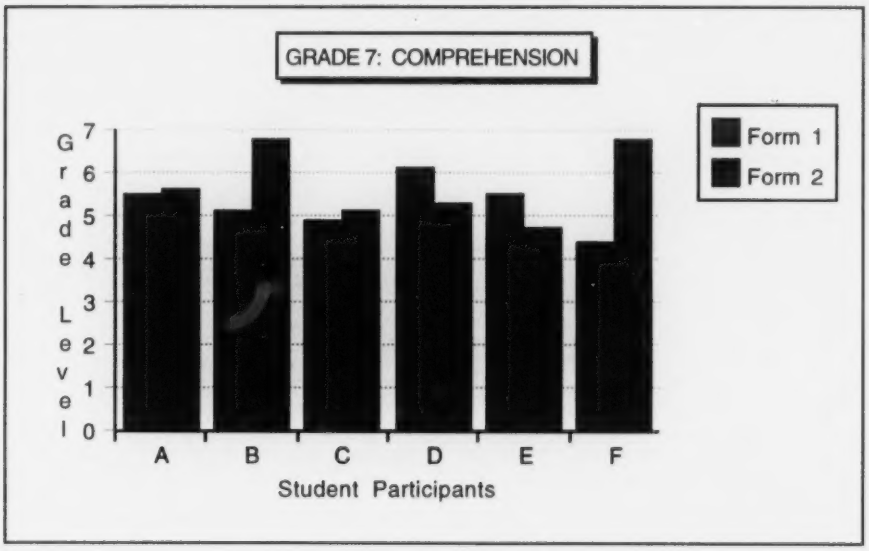
Figure 8.



Similarly, the performance of the student participants in the seventh grade was assessed by using two forms of the Gates-MacGinitie Reading Test, Survey D. Form 1 was used as a pretest, and Form 2 was used as a post-test (See Appendices A and J). Three different reading skills were tested: comprehension, vocabulary, and speed and accuracy.

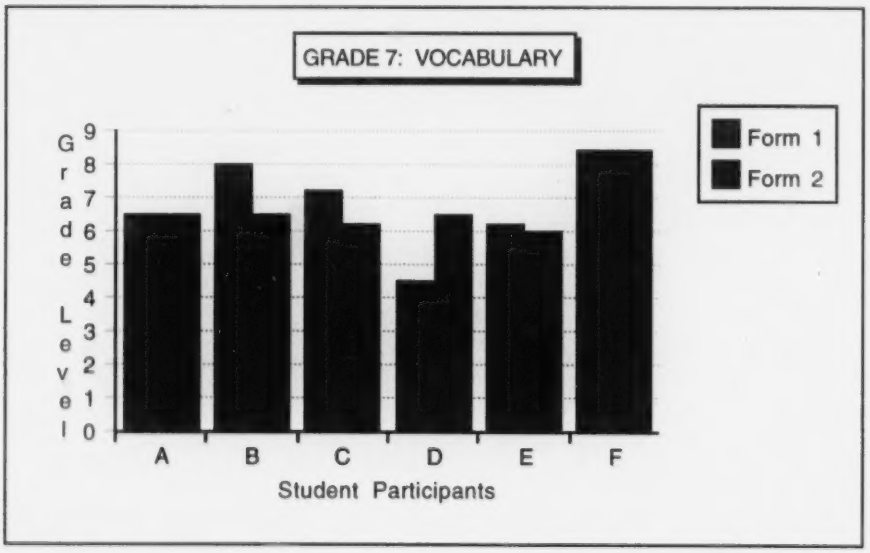
The intervention appears to have had a positive effect on four of the six student participants in the area of reading comprehension (See Figure 9). The average grade level indicated as a result of Form 1 was 5.25. The post-test, Form 2, shows an average grade level of 5.7. This is an increase of .47 years. Four of the students showed growth from .1to 2.4 years. The remaining two students exhibited no growth.

Figure 9.



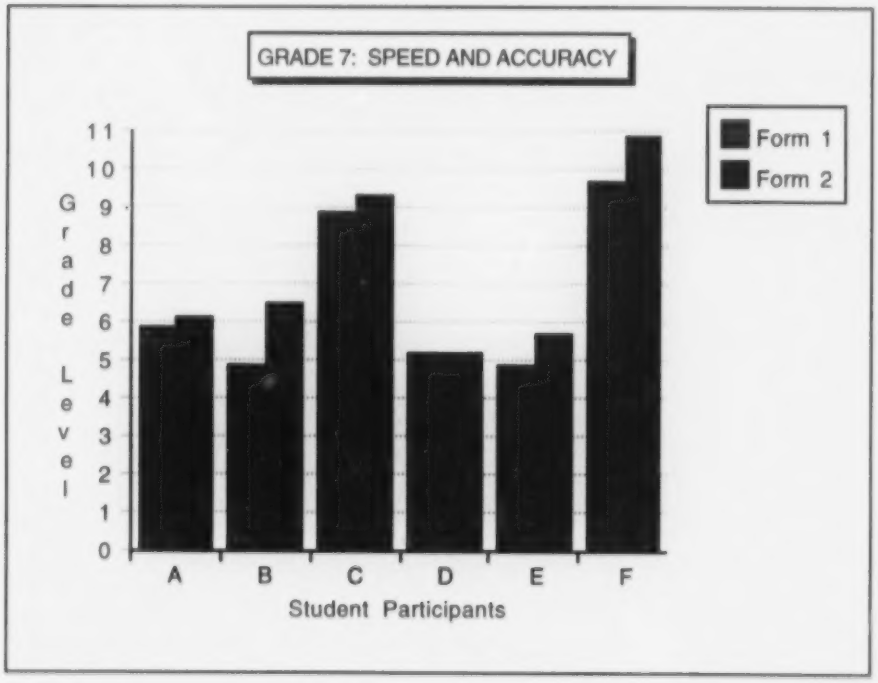
Unlike the reading comprehension test results, the results of the vocabulary post-test showed little growth (See Figure 10). Only one student exhibited growth from the pretest, Form 1, to the post-test, Form 2. This increase was 2.0 years. Of the remaining five students, two students showed no growth, and the scores of three participants declined. This decrease ranged from .2 to 1.5 years. The average grade level of the pretest, Form 1, was 6.8; however, the decline of .12 years indicates an average grade level of 6.68 on the post-test, Form 2.

Figure 10.



The final test given to the six seventh grade participants was in the area of speed and accuracy (See Figure 11). The pretest, Form 1, maintained an average grade level of 6.58. The post-test exhibited an average grade level of 7.28--an increase of .7 years. This growth ranged from .2 to 1.6 years. Only one student did not show an increase in test scores.

Figure 11.



Surveys concerning the participants' attitudes toward reading, the amount of effort put forth when reading, and their overall enjoyment of reading were taken at the beginning of the program and at its completion. Of the 13 fifth graders who participated, 30% indicated a more positive attitude than was stated at the beginning, 40% stayed the same, and 30% showed a less positive attitude than before the program was implemented. Seventy percent of the 7 participating seventh graders indicated no attitude change from beginning to end; 15% felt more negative toward reading than before. Fifty-three percent

of the fifth graders said that they put forth more effort when reading than previously, 30% stayed the same, and 17% put forth less effort. Forty-three percent of the seventh graders put forth more effort, 43% stayed the same, and 14% put forth less effort. In the area of enjoyment, 16% of the fifth graders stated that they love to read, 40% like to read sometimes, 30% read only when it is required, and 14% hate to read. Forty-three percent of the seventh graders like to read sometimes, and 57% read only when it is required.

The participating parents and non-parental tutors were given a checklist to describe the progress they felt was made by their child/student reader. These checklists were returned to the teacher/researchers at the parent/tutor conferences held at the conclusion of the program. Sixty-three percent of the parent/tutors reported that their students read more often at the conclusion of the program than at the start of the program; 37% percent reported that their child/student read about the same. Sixty-eight percent felt their students understood their reading material better than before, and 32% felt their students' understanding of their reading material stayed about the same. Of the parents participating, 78% indicated their students had gained confidence in reading while 22% stayed about the same. Sixty-eight precent of the parent/tutors felt their student readers enjoyed reading more than before the program began, 26% thought their students' enjoyment of reading stayed about the same, and 6% reported that their student readers enjoyed reading less.

Conclusions and Recommendations

Based on the presentations and analysis of the data on reading skills, the students showed an increase in the areas of comprehension and speed and accuracy, but they demonstrated a decrease in vocabulary scores. During the ten-week period, students were carrying a normal subject load. This, along with natural maturity, may account for some of the increase in their scores.

There are several factors that we feel may have contributed to growth in comprehension. One of these factors is one-on-one instruction which caused the student's attention to be more focused than in a regular classroom setting. The second factor may have been immediate and positive feedback. If a student pronounced a word incorrectly, the tutor would instantly correct the error in a positive manner. A discussion of a reason

for the error may have ensued. A third reason may have been that students and tutors discussed the content at regular intervals. The focus of the session was on understanding and not just sounding out words. Finally, the increase of time spent reading may also have had an effect.

An increase was also shown in speed and accuracy. The discussion of word attack skills while reading with the tutor might have been a contributing factor. Familiarity with these skills may have improved both speed and accuracy. A second factor that may explain this increase was the additional time spent practicing reading.

Vocabulary, the third reading skill tested, was not an area in which students showed improvement. Students selected their own reading material. They may have chosen books which were not a challenge to their reading vocabulary. In addition, vocabulary development was not a focus of this program.

For the most part, tutors reported a positive growth in their students' attitude and ability in reading as reported in parent surveys and personal interviews. Possible reasons for this may be actual growth, positive parental attitudes, and their inclusion in the Paired Reading Program.

Based on our observation, there are some drawbacks to the Paired Reading Program. If the child is not motivated or is engaged in a power struggle with his parents, the program will be a source of frustration for everyone involved. If the parent is not committed, the student is less likely to complete the program. Also, the program is student controlled. Parents were often frustrated by their child's selection of reading materials. Students who disliked duet reading often inappropriately chose to read alone. Getting tutors to substitute as reading partners with children was difficult.

As researchers we would recommend a few modifications of the program. First of all, program coordinators should not act as tutors because of possible scheduling conflicts. Secondly, student self-selection of materials should be limited in order to encourage growth in student reading development. Also, incentives for reading do not need to be as elaborate as those that were used. Finally, it would be helpful to train more adult tutors to use when parents are unwilling to participate.

In conclusion, we found paired reading with parental involvement to have an overall positive effect on students' achievement in reading. It provides a structured, positive means for parents to be involved in their child's education. We found parents to be receptive to this opportunity. Not only did it enhance their child's academic growth but also improved parent-child relationships. We would recommend this program to other elementary and middle schools who are searching for a way to involve parents in helping their children improve their reading skills.

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APPENDICES

Name _____
(LAST) (FIRST)

Birth date _____ Boy _____ Girl _____
(MONTH, DAY, YEAR)

Grade _____ Testing date _____

Teacher _____

School _____

City _____

DIRECTIONS: Read sample paragraph S 1. Under it are four words. Find the word that best answers the question.

> **S1.** Mary pulled and tried to turn the knob. She could not turn it. It was a cold day to be locked outside. What was Mary trying to open?
>
> box bag door safe

The word door is the best answer to the question. Draw a line under the word door.

Now read paragraph S2. Find the word below the paragraph that best completes the paragraph, and draw a line under it.

> **S2.** The huge animals walked slowly, swinging their trunks from side to side. They had big floppy ears and long white tusks. These animals were
>
> tigers deer lions elephants

The word elephants best completes paragraph S2. You should have drawn a line under the word elephants.

On the next two pages are more paragraphs like these samples. When you are asked to turn the page, read each paragraph and find the word below it that best answers the question or completes the paragraph. Draw a line under the best word. Mark only *one* word for each paragraph. Do the paragraphs in the order in which they are numbered: 1, 2, 3, etc. If you can't answer a question, go on to the next one. Work as fast as you can without making errors.

GATES – MacGINITIE READING TESTS®

SURVEY D, FORM 1

Speed & Accuracy

Vocabulary

Comprehension

TEACHERS COLLEGE PRESS
TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

To the teacher:

Be sure to follow carefully the directions in the Teacher's Manual.

SPEED & ACCURACY	Number attempted				
	Number right				
VOCABULARY	Number right				
COMPREHENSION	Number right				
	Raw score				
	Standard score				
	Percentile rank				
	Grade rank				

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START

Speed and Accuracy

1. The gray squirrels dart quickly along the branches and leap from tree to tree. They scamper over the ground, hunting for nuts. These animals move

slowly quickly awkwardly heavily

2. The Pilgrims arrived in the New World in 1620. They landed from their ship, the Mayflower, at Plymouth Rock. On what had they traveled?

airplane train boat automobile

3. Ohio is an Indian word which means "Beautiful River." Many of our states have Indian names. From what people did we get the word Ohio?

Italian Spanish English Indian

4. The loon is a bird with a mysterious cry. It is the size of a large duck and swims very fast under water to catch its food. What does the loon eat?

nuts corn fish bread

5. Plants die without light. One way of killing a small patch of poison ivy is to cover it with heavy paper. Soon it will die because it can get no

soil paper light leaves

6. Gutta-percha is a gum made from the juice of a certain tropical tree. After the juice is boiled, it becomes rubbery. Gutta-percha is a

gum native tool fish

7. A frog's skin is smooth and bare. He must keep it moist or he will die. He lives near ponds and streams. What does he need?

bread water clothes waves

8. In the 1600's, the British Navy found that New England's tall pines made good masts for their sailing vessels. These pine trees were used on

buses planes ships trains

9. The powder horn was made from the horn of a cow or buffalo. The hollow inside held the gunpowder. This horn was used with a

gun boat car train

10. A skin diver often wears a face mask of rubber and glass, and uses a snorkel tube for breathing. He uses the snorkel tube when he needs

food heat light air

11. John Chapman walked miles, planting apple seeds in clearings in the wilderness to help the pioneers. People called him, not John Chapman, but Johnny

Alden Appleseed Bull Crusoe

12. The dormouse is a furry animal somewhat larger than a rat. It lives on nuts and sleeps all winter. In size, this animal is most like a

goat squirrel cow fly

13. "Whew," sighed Janie as she dropped her school books. "I'll change to some cool clothes and then get a glass of cold lemonade. It really feels like

summer snow winter running

14. A rattlesnake is dangerous, for it can inject poison into its victim through its fangs. It does not always rattle before biting. One should avoid this

food snake bird place

15. Peanuts are not nuts at all. They grow underground and are related to peas and beans. To gather these "nuts," what would you have to do?

climb prune swim dig

16. The French people gave the United States the Statue of Liberty. It stands in New York harbor. From what country did this statue come?

New York Liberia America France

17. When flying in the proper lane, an airline pilot can hear a certain radio signal. Straying off course brings another signal. These signals help the

singer pilot radiologist motorist

18. Early man sometimes built his house on stilts over a stream or pond. It is difficult now to find ruins of these houses which were built over

battles fire water cliffs

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Speed and Accuracy

19. Dogs trained by the monks of Saint Bernard in the Swiss Alps search for persons lost in snowstorms. These dogs have a keen sense of smell. They are

useful wild lost disloyal

20. When Captain John Smith was caught, the chief ordered him killed. The chief's daughter was successful in begging for Smith's life. Who was saved?

chief daughter beggar Smith

21. The white flowers among the pretty green leaves of the chokeberry bush are later replaced by bunches of red berries. How does the chokeberry look?

bright homely dull cramped

22. Puck is a character in one of Shakespeare's plays. He is an impish fairy who is always playing tricks on others. What word best describes Puck?

mischievous studious sorry weary

23. The code for the display of our flag states that the flag should not touch the ground on being raised or lowered. Every American should know this

color number president code

24. It tells you what is happening all over the world. It gives TV listings and the weather. It is made of paper and is printed daily. It is a

newspaper book radio telegram

25. Although an eagle is strong, it can carry only about eight pounds, so it could not carry a big child. Which of the following could it carry?

horse rabbit barge man

26. The first American underwater tunnel for cars was built under the river between New York and New Jersey. What goes through this tunnel?

trains river cars ants

27. Trees are helped by birds that rid their leaves and bark of many insects. Trees provide these birds with places for their nests and with

food roots color wings

28. One of the hardest things for a student pilot to learn is how to come safely back to earth. He usually has less trouble in taking off or banking than in

landing banking climbing taking off

29. At night, huge electric signs make New York City's Broadway a fairyland of light and color. How does this famous street look at night?

dark gay dim gloomy

30. Penicillin, used in the treatment of infectious diseases, was discovered by Alexander Fleming. This discovery was a giant step forward in the science of

philately philosophy medicine plastics

31. Almost all paper is made from wood. Hemlock, spruce, and balsam are often used. These are all soft woods. What kind of wood is hemlock?

red hard spruce soft

32. London, the capital of Great Britain, is on the Thames River. Florence, in Italy, is on the Arno River. What river runs through the City of London?

Arno Britain Thames Florence

33. A destroyer recovered the space capsule at sea. John H. Glenn had made the first American orbital flight and was inside the capsule when it was

lost recovered torpedoed painted

34. Pennsylvania was a tract of land given to William Penn in payment of a debt owed to his father by King Charles of England. Later it became a

seaway city highway state

35. The trapdoor spider builds her home in the ground. It is lined with cobwebs and has a small door. This door is the reason for the name of this

spider fly web secret

36. A diamond is the hardest natural substance known. Diamond cutters use one diamond to cut another. In addition to being a jewel, a diamond may be a

light tool radio cut

STOP

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Appendix A - Continued

Vocabulary

DIRECTIONS: Look at the sample test word V 1 below. The word is baby. Now read the five words just below baby. Find the one word in this group that means most nearly the same as baby. The word child means most nearly the same as baby. Draw a line under the word child.

Now look at test word number V2. Find the one word in the group below it that means most nearly the same, and draw a line under it.

Slide means most nearly the same as slip. You should have drawn a line under the word slide.

For each numbered word on this page and the next page, draw a line under the word below it that means most nearly the same. If you can't decide which word means most nearly the same as a numbered test word, go on to the next test word.

SAMPLES

V1. baby
- a box
- b bath
- c nest
- d child
- e room

V2. slip
- a slide
- b neat
- c hop
- d smile
- e bad

1. mother
- a candy
- b net
- c boy
- d tree
- e woman

2. little
- a. big
- b. small
- c. chair
- d. wiggle
- e. sweet

3. struck
- a. asked
- b. found
- c. hit
- d. sang
- e. bought

4. feast
- a. seed
- b. meal
- c. smallest
- d. tiger
- e. present

5. chuckle
- a. laugh
- b. wrangle
- c. eat up
- d. tap
- e. toss

6. adore
- a. shove
- b. open
- c. wear
- d. hate
- e. love

7. unkind
- a. unlike
- b. different
- c. cruel
- d. cloudy
- e. unite

8. lane
- a. glass
- b. straight
- c. flat
- d. path
- e. start

9. bashful
- a. shy
- b. short
- c. bold
- d. spoiled
- e. forlorn

10. song
- a. grant
- b. tall
- c. music
- d. dark
- e. book

11. confuse
- a. join
- b. turn over
- c. mix up
- d. settle
- e. argue

12. rabbit
- a. bite
- b. catch
- c. dish
- d. wood
- e. animal

13. orange
- a. ice
- b. fruit
- c. ocean
- d. sun
- e. night

14. publish
- a. read
- b. waste
- c. print
- d. trash
- e. forbid

15. bruise
- a. travel
- b. hurt
- c. worship
- d. support
- e. boil

16. ambitious
- a. handy
- b. stern
- c. lonely
- d. eager
- e. hidden

17. overhead
- a. under
- b. crown
- c. listen
- d. above
- e. cliff

18. uneasy
- a. bulky
- b. under
- c. firm
- d. restless
- e. lazy

GO ON TO THE NEXT PAGE

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Appendix A - Continued

Vocabulary

19. chart
a weapon
b black
c reason
d furniture
e map

20. murderer
a guard
b doctor
c witch
d killer
e sugar

21. criticism
a insert
b judgment
c morality
d harmony
e purity

22. interview
a conversation
b insight
c gap
d landscape
e internal

23. vehicle
a carriage
b strength
c medicine
d portion
e gloat

24. stop
a buy
b look
c sign
d halt
e pin

25. enrage
a seize
b anger
c enter
d expand
e confine

26. tragic
a funny
b wild
c slippery
d dreadful
e shaggy

27. doleful
a sad
b quart
c drug
d fast
e profuse

28. notify
a excuse
b sue
c code
d befriend
e tell

29. basin
a drop
b wrong
c rope
d table
e bowl

30. motionless
a still
b boring
c lost
d rapid
e alone

31. graven
a painted
b stolen
c carved
d solemn
e sunken

32. flimsy
a caprice
b quick
c fact
d cloth
e frail

33. splendor
a court
b bank
c glory
d picture
e land

34. hoist
a lift
b careen
c liquid
d garment
e build

35. falsehood
a raincoat
b string
c bandit
d lie
e wet

36. animation
a fame
b brutality
c liveliness
d mercy
e disgust

37. tropical
a silvery
b usual
c hot
d artificial
e current

38. ruinous
a shrill
b thoughtless
c fragile
d destructive
e numerous

39. petition
a treason
b separate
c explode
d building
e request

40. mutinous
a high
b noisy
c silent
d metallic
e rebellious

41. sheaves
a turtles
b bundles
c pages
d cutters
e kindles

42. insatiate
a unsatisfied
b intolerable
c disrespectful
d penalize
e acquaint

43. commence
a begin
b traffic
c observe
d business
e country

44. elegance
a importance
b extravagance
c grace
d pomposity
e kindness

45. desertion
a dryness
b abundant
c coming
d leaving
e finding

46. uncouth
a crude
b late
c dull
d nameless
e mysterious

47. authoritative
a police
b reliable
c written
d talkative
e fanciful

48. compose
a decay
b pause
c devise
d propel
e equate

49. bountiful
a liberal
b founded
c religious
d peaceful
e precious

50. embody
a butcher
b include
c proclaim
d liberty
e embalm

STOP
CHECK YOUR WORK

[5]

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Appendix A - Continued

Comprehension

DIRECTIONS: Read the sample paragraph below. It has numbered blanks in it. The first blank is number C1. Look below the paragraph at the line of words with C1 in front of it. Find the word in line C1 that makes the best sense in blank C1. The word house from line C1 makes the best sense in blank C1. The word house is the answer to number C1. Draw a line under the word house.

Now look at the words in line C2. Find the word in line C2 that makes the best sense in blank C2, and draw a line under it.

SAMPLE

We have a playroom in our ___C1___ It is down in the basement, so we need to turn on an electric ___C2___ even on sunny days.

C1.	a stove	b house	c bed	d car	e lake
C2.	a storm	b friend	c ladder	d room	e light

The word light makes the best sense in blank C2. You should have drawn a line under the word light.

Now draw a line under the best word for each of the blanks that follow on this page and on the next two pages. If you can't choose the best word for a blank, don't spend too much time on it. Go on to the next one.

Mother made a cake for the party which Ruth was having on her tenth birthday. When the cake was ___1___ and frosted, Mother told Ruth to put ___2___ candles on it.

1.	a eaten	b spoiled	c burned	d baked	e dough
2.	a ten	b two	c no	d four	e six

Robert received a toy dump truck for Christmas. When it began to snow, he filled the dump truck with ___3___ from the sidewalk. Then he ___4___ it on the lawn.

3.	a grass	b flowers	c snow	d tires	e load
4.	a dented	b made	c stood	d cooked	e dumped

When Bob got his first pair of roller skates, he put them on and started to skate. Down he went! He ___5___ again and down he went. He soon found that ___6___ was not so easy.

5.	a wanted	b scared	c tried	d tricked	e flew
6.	a walking	b running	c hiking	d skating	e sliding

People have had ways of telling time for hundreds of years. They have measured time by watching the shadows fall on a sundial, and by controlling the amount of sand pouring through an hourglass. Today we have ___7___ run by springs or ___8___

7.	a hourglasses	b sundials	c shadows	d time	e clocks
8.	a steam	b distance	c sand	d electricity	e stars

Sea turtles go to the shore to lay their eggs. They dig a hole in the sand, then lay their eggs and cover them. Soon after the eggs ___9___, the young turtles crawl down to the ___10___

9.	a hatch	b swim	c back	d cook	e float
10.	a city	b watch	c trees	d sand	e sea

The brown creeper is a bird that hunts for food in the bark of trees. Starting at the ___11___ of the tree, he creeps round and round and up toward the top. Can you see how he gets his ___12___?

11.	a bottom	b leaf	c name	d top	e brink
12.	a size	b bill	c color	d feathers	e name

The first cable laid across the Atlantic Ocean was made of copper wires twisted together and covered with a coating of rubber, tarred rope, and twisted steel wires. In spite of this waterproof ___13___, the salt water ate into the ___14___ in a few weeks.

13.	a glass	b boots	c covering	d direction	e current
14.	a ocean	b cable	c wireless	d telegram	e rude

GO ON TO THE NEXT PAGE

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Comprehension

Before the invention of printing, books were made by hand. This work was tedious and took such a long time that books were very ___15___. Only the wealthy could afford to buy them. Today books are plentiful. A single machine can print thousands of ___16___ of a book in a short time.

15. library	a	scarce	c	pretty	large
16. novels	a	authors	c	publishers	copies

Trees and caves were probably man's first shelters. After a long time he learned to make ___17___ by building a framework of branches and covering it with leaves or grass or the ___18___ of wild animals.

17. caves	a	shelters	c	boats	trees
18. lairs	a	teeth	c	hides	horns

For many years it has been possible to send letters via "special delivery." This means that when a letter bearing a "special delivery" stamp arrives at the post office to which it is addressed, it is ___19___ immediately. A ___20___ takes the letter to the person to whom it is addressed. There is an extra charge for this ___21___

19. delivered	a	tried	c	held	charged
20. monoplane	a	society	c	stamp	messenger
21. certain	a	office	c	address	selection

One of the most useful machines for highway building is the bulldozer. Its large front blade pushes down trees and bushes and ___22___ debris such as loose rocks and branches. After the ___23___ has cleared away the debris, graders and other ___24___ do their work.

22. tires	a	builds	c	designs	returns
23. surveyor	a	highway	c	traffic	bulldozer
24. debris	a	machines	c	can	engineers

Salmon are fish that spend part of their lives in the ocean. Once every year some of them leave the ___25___ and travel far up a river to lay their eggs. As the salmon go up the ___26___, many of them are caught by fishermen.

25. watch	a	sea	c	lake	land	water
26. ocean	a	trees	c	banks	stairs	river

Bifocals are glasses which are divided to provide correction of both near and far vision. Each glass has two parts, the lower for close and the upper for ___27___ viewing. If well fitted, bifocals correct many ___28___ defects.

27. closer	a	proximity	c	environs	distant	earshot
28. screening	a	vista	c	hearing	facial	visual

Roman children once wrote on wax tablets in school. Two or three of these tablets were strung ___29___ with cords, making a kind of book. The ___30___ was done with a stylus, a small rod sharpened at one ___31___

29. together	a	apart	c	knots	seldom	thought
30. sewing	a	singing	c	cover	writing	stealing
31. middle	a	end	c	front	back	time

Some farmers feed soybeans to their animals. Soybeans are also used in making plaster, buttons, and steering wheels for automobiles. The oil from soybeans is ___32___ in making paint and ink. A plant with such a ___33___ of uses is of great ___34___

32. timed	a	burned	c	used	forged	tasted
33. variety	a	limitation	c	paucity	color	difficulty
34. loss	a	height	c	depth	value	annoyance

BEST COPY AVAILABLE

Comprehension

Dead letters are those which have no return address on them and are either wrongly ___35___ or are addressed to persons who have moved away and cannot be ___36___. Clerks in dead-letter offices open all such letters. Those that have return addresses inside are returned to the senders. Others are destroyed unless they ___37___ money. If uncláimed within a year, the money goes to the United States Post Office.

	a	b	c	d	e
35.	delivery	addressed	sealed	written	asked
36.	founded	alive	located	seen	lost
37.	contain	cost	lose	resemble	address

At midnight on December 31, 1899, we passed from the nineteenth to the twentieth ___38___. To the people living at that time, January 1, 1900, must have seemed to be a very special date. One ___39___ years more would bring an exceedingly special date—January 1, 2000—the beginning of a new ___40___

	a	b	c	d	e
38.	century	age	season	era	government
39.	thousand	million	hundred	decade of	quarter
40.	country	decision	prosperity	specialty	millennium

Occasionally referred to as the only art form to originate in the United States, jazz was first developed by men who had little or no formal education in ___41___. Today many classical ___42___ also study and write jazz. Jazz itself has gained ___43___ as a legitimate form of music.

	a	b	c	d	e
41.	country	music	semester	program	degree
42.	pianos	themes	musicians	books	studies
43.	nothing	money	recognition	records	lost

History is the record of what ___44___ as a socia being has thought and said and done. Our ways o thinking and doing in government, religion, society and business have developed from the ways of ou ___45___. Thus, one reason for ___46___ histor is to learn to understand life in our world today.

	a	b	c	d	e
44.	man	changes	science	education	we
45.	future	ancestors	heirs	literature	art
46.	looking	liking	making	fearing	studyin

Fire extinguishers are metal containers, filled with water or chemicals, and used for putting out small fires. They can be seen in ___47___ places in public vehicles and buildings. Some extinguishers contain specia ___48___ needed for extinguishing gasoline or oil fires. All extinguishers should be ___49___ regularly.

	a	b	c	d	e
47.	secret	obscure	private	chemical	conspicuous
48.	colors	alarms	lights	chemicals	matches
49.	fired	inspected	looked	held	sounded

Mail has been carried in many different ways, one of the most interesting of which was the Pony Express of 1860-61. At that time, neither transcontinental trains nor telegraph services were available. Organized relays of riders, changing horses every 25 miles, carried the mail up to 100 miles each day. The Pony Express ___50___ the time for east-to-west mail delivery by more than a week. The coming of ___51___ railroads and telegraph ___52___ soon put an end to the Pony Express.

	a	b	c	d	e
50.	completed	reduced	took	returned	resulted
51.	transistor	far	west	transcontinental	stagecoach
52.	engines	teams	lines	drivers	repetition

STOP

CHECK YOUR WORK

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Appendix B

Name _____

STUDENT QUESTIONNAIRE: ATTITUDE

Directions: Read each sentence below. Do you agree with what it says? Circle **Yes**, **No**, or **Sometimes** beside each sentence.

1.	I ask for help in reading when I need it.	Yes	No	Sometimes
2.	I try to help other students when they need help.	Yes	No	Sometimes
3.	When I have a reading problem, I try to solve it myself.	Yes	No	Sometimes
4.	I ask questions about things that I don't understand.	Yes	No	Sometimes
5.	I would like to become a better reader.	Yes	No	Sometimes
6.	I usually try to read by myself.	Yes	No	Sometimes
7.	I say what I think when we talk about reading.	Yes	No	Sometimes
8.	I just give up trying when I have to read certain kinds of books.	Yes	No	Sometimes

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Directions: Read each sentence below. Do you agree with what it says? Circle **Yes**, **No**, or **Not Sure** beside each sentence.

1.	I like to read for information.	Yes	No	Not Sure
2.	Reading helps me learn about history.	Yes	No	Not Sure
3.	I can learn a lot from what I read.	Yes	No	Not Sure
4.	Reading books is kind of boring.	Yes	No	Not Sure
5.	Reading is important to me.	Yes	No	Not Sure
6.	Sometimes I read just because I enjoy it.	Yes	No	Not Sure
7.	Learning to read is a waste of time.	Yes	No	Not Sure
8.	Reading helps me learn about science and math.	Yes	No	Not Sure

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Appendix C

Name _____

STUDENT QUESTIONNARIE: EFFORT

Directions: Read each question. Write your answers on the lines below.

1. Do you think you are a good reader? _____
   Name some things you can do well when you read.

   _____

   _____

2. Do you think you could be a better reader? _____
   Name some things you could do to read better.

   _____

   _____

3. Do you ever need help when you read? _____
   Name some things you need help on.

   _____

   _____

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Appendix D

STUDENT QUESTIONNAIRE: ENJOYMENT Name _____

Directions: Read each question below. Then answer each question by putting a check mark (✓) on the line(s) next to your answer or by writing your answer on the lines below.

1. Do you like to read? (Choose the sentence that best tells how you feel about reading.)

   _____ I love to read.
   _____ I like to read sometimes.
   _____ I only read when I have to read.
   _____ I hate reading.

2. What do you read at home? (Put a check mark [✓] beside any kinds of things you read at home.) Describe any other things you read that are not listed here.

   _____ newspapers _____ books _____ poems _____ catalogues
   _____ magazines _____ stories _____ letters _____ directions

   Other: _____

   _____

3. What have you read at home in the last two weeks?

   _____

   _____

4. What do you like to read? (Put a check mark [✓] beside any kinds of things you like to read.)

   I like to read stories about . . .

   _____ adventures _____ children _____ animals
   _____ mystery _____ detectives _____ make-believe
   _____ things I can do (such as fixing things or making things)
   _____ real persons or things that really happened

   Other: _____

   _____

5. Do you have a favorite book or story you have read? (Write the title of your favorite book or story.)

   _____

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Appendix E

10 MINUTES OF HOME READING PRACTICE A DAY

CAN MAKE YOUR CHILD A BETTER READER!

PAIRED READING, a simple and effective home reading technique, offers positive improvements in children's reading.

Research shows that children, on average, improve at twice the expected rate in word recognition and at almost four times the anticipated rate in reading comprehension when home Paired Reading practice supplements classroom reading instruction.

Coal City Middle School is delighted to announce that a Paired Reading Project will take place this term. Staff members will offer you:

(a.) a parent-child training workshop in Paired Reading, with an opportunity to practice the basic steps

(b.) a handout to remind you of the simple steps to follow in Paired Reading

(c.) a diary to record your reading over the ten weeks of the project

(d.) feedback sessions to check that you are "on the right track" and to answer any questions you might have

(e.) A Paired Reading book display in the school library to encourage your child to choose interesting reading materials

We look forward to working with you to make Paired Reading a successful reading experience for your child.

Please read the enclosed letter and send back your response form.

This project is a part of our graduate work at Saint Xavier University. We are implementing this project to improve reading skills. Participation in this project is voluntary. If you choose not to participate, it will not affect your child's grade. However, prizes and extra credit will be awarded for participation. In addition, for those who complete all ten weeks, a fabulous field trip is being planned. Your child's greatest reward, however, will be an improved reading ability which will help improve academic performance in all subjects. Please be aware that all information collected throughout this program will be kept confidential.

PAIRED READING PROJECT

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Appendix F

Dear_____,

We invite you to join our Paired Reading project. All training will be provided at the workshop and feedback evenings so it will be important that you and your child attend these sessions.

PARENT-STUDENT PAIRED READING WORKSHOP

DATE: _____

TIME: 7 P.M.

PLACE: COAL CITY MIDDLE SCHOOL LIBRARY

***Please ask your child to choose a book, comic, or magazine to bring to the workshop. Let the choice of material be your child's.

FEEDBACK NIGHTS

DATES: _____

TIME: _____

PLACE: COAL CITY MIDDLE SCHOOL LIBRARY

***Please bring your Paired Reading Diary and your child's choice of reading material to Feedback Nights.

We look forward to seeing you at the Paired Reading sessions.

Yours truly,

Mrs. Nancy DeAngelo
Mrs. Karyl Reents
Ms. Connie Zomboracz

Please return the bottom part of this slip to your child's reading teacher.

****

Check the box that applies:

My child and I plan to attend the Paired Reading sessions.

I do not wish my child to participate in Paired Reading.

I would like my child to participate, but I am unable to participate myself. Please find a tutor for my child.

Child's name: _____

Parent's name:_____Phone number:_____

Appendix G

A. An Overview of the Paired Reading Technique

Paired Reading is a structured, but flexible approach that combines a prescribed technique with positive feedback, discussion, and student control of learning. Main elements of the technique include:

1. Structured Steps for Reading Practice:

   a. Duet Reading

      Student and tutor always start by reading together, "in duet". Duet reading is initiated by using a pre-arranged starting signal e.g. "1-2-3" (student or tutor points at the first word). The tutor adjusts her/his reading speed so that rhythmic unison reading is achieved. The student must say each word correctly. If the student makes an error the tutor reads the word correctly, the student repeats it, and the pair then continues reading together.

   b. Solo Reading

      The second phase occurs when the student uses a nonverbal signal to indicate that she/he wants to "read solo". The signal could be a tap on a book or a nudge on the elbow. The tutor praises the student for signalling with a quiet "fine" or "good", and then provides a low-key flow of praise as the student reads independently. The student reads solo until a mistake occurs. The tutor corrects the error or provides the difficult word after waiting four seconds for the student's word recognition attempts. The student repeats the word, and the pair then reverts to duet reading until the student signals to read solo again.

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Appendix G - Continued

c. The Flow of Duet and Solo Reading

The pair continues to read, moving between duet and solo reading as outlined above. Throughout the reading experience, the tutor praises the student for correct reading, for self-correcting errors, and for signalling to read solo.

2. Timetabling:

It is recommended that Paired Readers commit themselves to reading **10 minutes a day**, for **a minimum of 5 days each week** over an **8 to 12 weeks' timespan.** The student and tutor should agree on a suitable daily time, and the student should record the reading practice time on a

3. Student Control of Reading Practice

The student demonstrates control of the reading practice session by:

a. Selecting the Materials to be Read

The tutor should accept, willingly, student selections of books, stories, magazine and newspaper articles, recipes, comics and flyers. The student is permitted to choose any material, regardless of the level of difficulty. On relatively difficult materials, the student and tutor will engage in more duet reading. On easier, or instructional level materials, the student will have opportunities to increase solo reading, if desired. It is expected that, with more experience, the student will select materials in which a good balance of duet and solo reading can occur.

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Appendix G - Continued

b. Deciding When to "Go Solo" During Reading Practice

Though the tutor praises the student's decision to read alone, it is the student who decides when this will occur. Of course, "going solo" is more likely to occur when the student has selected easier materials or when the student is a risk-taker.

c. Self-Initiating Questions and Comments During Reading

The student is encouraged to talk about the content of reading materials and related life experiences. Student comments should be welcomed positively by the tutor.

4. Positive Feedback and Warm Support

An essential element of this program is the tutor's provision of warm feedback. The tutor should be enthusiastic about the reading materials selected by the student, and should provide positive verbal and non-verbal support when using the correction procedures, praising the student's "going solo" signal, and affirming the student's performance during solo reading. It is especially important that the tutor monitors her/his voice tones (light, non-critical) when correcting an error.

5. "Talk"

Student and tutor are encouraged to talk about the reading materials that they share. Either participant can initiate a comment, question, review or clarifying statement. Taking time to discuss a story, character, event in a newspaper, a "good bargain" in a flyer or the climax of a comic story is important in the Paired Reading approach. Discussions will occur with increased ease once both participants are familiar with the basic steps in the Paired Reading technique and can relax to focus on the content.

Appendix H

Child's name:_____

Parent's name:_____

Home telephone number:_____

We would like to register as participants in Coal City Middle School's Paired Reading Project.

PARENT/LEGAL GUARDIAN

1. I agree to my child's having reading tests at the begining and conclusion of the project to measure his/her growth in reading skills. I expect to receive information on my child's progress at the conclusion of the project.

2. I agree to engage in Paired Reading for ten (10) weeks and will contact the school should difficulties emerge in meeting this commitment.

3. I recognize that feedback sessions would be useful to check that my child and I are "on the right track" and will attend feedback sessions.

4. I understand that all information collected throughout this program will be kept confidential.

_____

(Parent Signature)

This project is a part of our graduate work at Saint Xavier University. We areimplementing this project to improve reading skills. Participation in this project is voluntary. If you choose not to participate , it will not affect your child's grade. However, prizes and extra credit will be awarded for participation in the program. In addition, for those who complete all ten weeks, a fabulous field trip is being planned. Your child's greatest reward, however, will be an improved reading ability which will help improve academic performance in all subjects.

My contact s at the school are Mrs. Nancy DeAngelo, Mrs. Karyl Reents, and Ms. Connie Zomboracz. Please feel free to phone. The school phone number is 634-2182.

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Appendix I

WEEK number _____

Day	Material Used	Length of Time	Comments
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

General comments/questions for project leaders:

Appendix J

Name _____
(LAST) (FIRST)

Birth date _____ Boy _____ Girl _____
(MONTH, DAY, YEAR)

Grade _____ Testing date _____

Teacher _____

School _____

City _____

DIRECTIONS: Read sample paragraph S 1. Under it are four words. Find the word that best answers the question.

> **S1.** Mary pulled and tried to turn the knob. She could not turn it. It was a cold day to be locked outside. What was Mary trying to open?
>
> box bag door safe

The word door is the best answer to the question. Draw a line under the word door.

Now read paragraph S2. Find the word below the paragraph that best completes the paragraph, and draw a line under it.

> **S2.** The huge animals walked slowly, swinging their trunks from side to side. They had big floppy ears and long white tusks. These animals were
>
> tigers deer lions elephants

The word elephants best completes paragraph S2. You should have drawn a line under the word elephants.

On the next two pages are more paragraphs like these samples. When you are asked to turn the page, read each paragraph and find the word below it that best answers the question or completes the paragraph. Draw a line under the best word. Mark only *one* word for each paragraph. Do the paragraphs in the order in which they are numbered: 1, 2, 3, etc. If you can't answer a question, go on to the next one. Work as fast as you can without making errors.

GATES – MacGINITIE READING TESTS

SURVEY D, FORM 2

Speed & Accuracy
Vocabulary
Comprehension

TEACHERS COLLEGE PRESS
TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

To the Teacher:

BE SURE to follow the directions in the Manual (included in each test package) when giving these tests. The directions will tell you how to explain the tests and how to work the sample items with the students. Allow the exact time specified in the Manual.

SPEED & ACCURACY	Number attempted				
	Number right				
VOCABULARY	Number right				
COMPREHENSION	Number right				
		Raw score	Standard score	Percentile score	Grade score

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START

Speed and Accuracy

1. The Empire State Building is New York City's tallest office building. It is a skyscraper of 102 stories, completed in 1931. This building is very

small ordinary high unbalanced

2. A jellyfish is shaped rather like an umbrella, usually with trailing tentacles. It swims with rhythmic contractions of its body. In what does it live?

earth air sky sea

3. Some Eskimo winter houses are made of snow and ice. When the short Arctic summer comes, and the weather gets warmer, these houses may

melt burn grow blow up

4. New Orleans, an industrial and commercial city, is on the Mississippi River. Since the city is below the level of the river, levees hold back the

grain cotton news water

5. Coffee, tea, and cocoa are made from the leaves or beans of plants. They are grown in many countries throughout the world. From what do they come?

flowers roots plants sap

6. Henry discovered the nest of a wild bird. When the mother bird found Henry near her nest, she flew at him and scolded. The mother bird seemed very

amused happy tame angry

7. Maple sugar comes from the sap of a tree. The sap is collected in the spring and is boiled into sugar. From what tree does this sugar come?

elm maple magnolia apple

8. Columbus sailed westward from Spain to the New World. He had hoped to find a new way across the ocean to distant India. He traveled by

land air ox team sea

9. The microscope is often used by scientists. It helps us see tiny objects that cannot be seen by the eye alone. What does this instrument aid?

eating seeing walking hearing

10. The hermit crab makes its home in an empty sea shell. When it outgrows that shell, it moves into a larger one. This crab's home is a

tree shell fish crab

11. The Bosporus joins the Sea of Marmara with the Black Sea, providing an outlet to the Mediterranean for Russian ships. What kind of a route is it?

waterway airline highway railroad

12. Cormorants are birds that can dive and catch fish under water. They can be tamed and trained to catch fish for their master. These birds

eggs crow dive talk

13. Paul Revere galloped his horse through the countryside to warn people that the enemy was coming. How was he traveling?

sailing walking riding escaping

14. The mulberry tree bears purple berrylike fruit. This fruit is very good to eat. The fruit of this tree grows in the form of

berries apples acorns cones

15. Special foods were prepared for John H. Glenn during America's first orbital flight. A beef-vegetable mixture and applesauce were taken on his

crew flight foods cook

16. The sign said "Drinking Water One Mile." Bruce said he hoped it would be spring water. Bruce got his wish. The drinking water came from a

river lake spring mile

17. Citrus fruits such as oranges contain vitamin C, lack of which results in a disease called scurvy. Which food is most helpful in preventing scurvy?

corn chicken bread oranges

18. Mary played an exercise on the piano for her teacher. Her teacher said she was progressing nicely and would some day be a good

musician driver dancer athlete

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Appendix J - Continued

Speed and Accuracy

19. English and French are both official languages in Canada. Many road markers and other signs there are written in both French and

Latin Canada English Chinese

20. The natives in some tropic areas use coconuts for food and find many uses for the leaves of the coconut palm. For them, the coconut palm is

valuable new useless troublesome

21. Bobwhites belong to the quail family. Their reddish-brown feathers with speckled markings make them difficult to see in the woods. They are

squirrels fish birds trees

22. One of the most courageous frontiersmen was Daniel Boone. His was a dangerous, adventurous life, yet he lived to be eighty-six. His life was

dull exciting peaceful short

23. Most bank vaults are closed by timed combination locks. They will open only at certain times, and the person opening the safe must know the

correction valuables answer combination

24. Some bees are named for their constant work. They make wax and take nectar from flowers. They care for the larvae and clean the hive. These bees are

queens drones larvae workers

25. The ancient Greeks called Athena the Goddess of Wisdom. Since owls were considered sacred to Athena, wisdom became associated with

donkeys oxen owls mules

26. Most garter snakes are black with lengthwise yellow stripes. The pilot snake is black. Which is the snake with the lengthwise yellow stripes?

garter skunk king pilot

27. Franz Schubert wrote many beautiful songs and symphonies, but while he lived his genius as a composer was not appreciated. This man was a

scribe poet soldier musician

28. In Spanish, the word for dog is *perro*, and in French it is *chien*. The word for cat in Spanish is *gato*. What is the French word for dog?

gato chien perro cat

29. The capital of the United States is Washington, on the Potomac River. New York, the largest city, is on the Hudson. On what river is Washington?

Capital James Potomac Hudson

30. Many peaches are grown in California, for they require a temperate climate. In what zone would you expect the best production of this fruit?

Frigid Canal Torrid Temperate

31. Samuel Morse worked many years before he was successful in developing an electric telegraph. He also invented the Morse code. This man was

an inventor a soldier a spy a photographer

32. Polar bears are about as heavy as horses. They swim swiftly, using only their forepaws. One of these animals may weigh about as much as

a dog a horse a sheep an elephant

33. Sometimes an oasis is found in the sandy desert. Trees, grass, and other plants may grow there. Their presence means that there is

fire gravel water sand

34. The territory which William Penn acquired for a colony was named Pennsylvania, meaning Penn's Woods. The land was

barren desert submerged forested

35. The Indians of the Great Plains first hunted on foot. By the eighteenth century they had horses. They could then pursue game more

silently rapidly cautiously friendly

36. As a meteor enters the earth's atmosphere, friction makes it so hot that it glows as it streaks toward the earth. The rushing meteor becomes

fiery quiet cold wet

STOP

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Appendix J - Continued

Vocabulary

DIRECTIONS: Look at the sample test word V 1 below. The word is baby. Now read the five words below baby. Find the one word in this group that means most nearly the same as baby. The word child means most nearly the same as baby. Draw a line under the word child.

Now look at test word number V2. Find the one word in the group below it that means most nearly the same, and draw a line under it. Slide means most nearly the same as slip. You should have drawn a line under the word slide.

For each numbered word on this page and the next page, draw a line under the word below it that means most nearly the same. If you can't decide which word means most nearly the same as a numbered test word, go on to the next test word.

SAMPLES

V1. baby
- a box
- b bath
- c nest
- d child
- e room

V2. slip
- a slide
- b neat
- c hop
- d smile
- e bad

1. red
- a one
- b bird
- c color
- d barn
- e dog

2. muddy
- a stupid
- b glowing
- c dirty
- d plot
- e vessel

3. leap
- a climb
- b green
- c swim
- d jump
- e nap

4. shower
- a window
- b clown
- c film
- d grass
- e rain

5. big
- a little
- b large
- c easy
- d new
- e fix

6. shoot
- a fire
- b feel
- c fence
- d yell
- e call

7. bracelet
- a jewelry
- b pair
- c tool
- d embrace
- e splint

8. plum
- a fruit
- b plan
- c good
- d iron
- e deep

9. bravery
- a modesty
- b cheering
- c weather
- d courage
- e flavor

10. miracle
- a hymn
- b wonder
- c peak
- d atom
- e shackle

11. walk
- a wait
- b say
- c try
- d find
- e go

12. father
- a wing
- b paper
- c land
- d house
- e man

13. mouse
- a animal
- b hole
- c bug
- d nose
- e dress

14. talent
- a trade
- b time
- c prize
- d skill
- e tale

15. receive
- a sell
- b ticket
- c fool
- d basket
- e accept

16. ambush
- a shrub
- b perish
- c burn up
- d trap
- e retreat

17. cabin
- a car
- b cradle
- c shelf
- d hut
- e trunk

18. vibration
- a offense
- b inspiration
- c spirit
- d flying
- e shaking

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Appendix J - Continued

Vocabulary

19. drowsy
a sleepy
b plow
c messy
d sorry
e ugly

20. tune
a fish
b spin
c melody
d jug
e marvel

21. displace
a exhibit
b offend
c denounce
d remove
e settle

22. overcome
a play
b fear
c cut
d arrive
e defeat

23. petroleum
a covering
b tomb
c rock
d floor
e oil

24. terrify
a scorch
b frighten
c claim
d assure
e submit

25. haul
a push
b hold
c drag
d tear
e growl

26. muscular
a tricky
b strong
c male
d filthy
e sticky

27. disaster
a sever
b show
c misfortune
d alert
e object

28. massacre
a group
b enlarge
c manage
d slaughter
e section

29. combat
a win
b push
c army
d fight
e dense

30. transcript
a cave
b copy
c career
d shipment
e voyage

31. grapple
a struggle
b lift
c discover
d crawl
e sink

32. gelatin
a knight
b jelly
c horse
d speech
e tent

33. hesitation
a defiance
b guilt
c reward
d delay
e dwelling

34. villainy
a smooth
b cottage
c treasure
d town
e evil

35. outstretch
a injure
b extend
c flex
d break
e area

36. meager
a much
b unite
c scant
d brown
e trough

37. juvenile
a wharf
b gate
c harmful
d aged
e youthful

38. authentic
a beautiful
b happy
c real
d horrible
e better

39. riotous
a flighty
b strange
c wild
d immense
e rosy

40. nourish
a sustain
b fanfare
c nasty
d boast
e cleanse

41. flaw
a blend
b fault
c cement
d beaten
e laughed

42. chastise
a punish
b applaud
c fasten
d insist
e augment

43. whisk
a snip
b dig
c smell
d brush
e sneeze

44. competence
a ability
b fee
c mischief
d umpire
e contest

45. negligent
a very wise
b careless
c lavish
d delicate
e courteous

46. inequality
a absence
b foreign
c difference
d similarity
e poor

47. tumultuous
a fluffy
b grand
c cloudy
d adventurous
e disorderly

48. vehement
a violent
b attractive
c robe
d road
e secret

49. conspicuous
a obvious
b fake
c expensive
d knowing
e suspect

50. ultimate
a awkward
b final
c demand
d quiet
e clever

STOP

CHECK YOUR WORK

[5]

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Appendix J - Continued

Comprehension

DIRECTIONS: Read the sample paragraph below. It has numbered blanks in it. The first blank is number C1. Look below the paragraph at the line of words with C1 in front of it. Find the word in line C1 that makes the best sense in blank C1. The word house from line C1 makes the best sense in blank C1. The word house is the answer to number C1. Draw a line under the word house.

Now look at the words in line C2. Find the word in line C2 that makes the best sense in blank C2, and draw a line under it.

SAMPLE

We have a playroom in our ___C1___. It is down in the basement, so we need to turn on an electric ___C2___ even on sunny days.

C1. a stove b house c bed d car e lake

C2. a storm b friend c ladder d room e light

The word light makes the best sense in blank C2. You should have drawn a line under the word light.

Now draw a line under the best word for each of the blanks that follow on this page and on the next two pages. If you can't choose the best word for a blank, don't spend too much time on it. Go on to the next one.

Mother and Dad had been shopping. When they returned, they brought new skates for the twins. The children were very ___ 1 ___. They put them right on and went ___ 2 ___.

1. a unhappy b empty c short d heavy e happy

2. a swimming b skating c sledding d walking e reading

In building a nest, the mother bird may use twigs, mud, bits of straw, or pieces of string. When the nest is nearly ___ 3 ___, she may line it with feathers pulled from her own breast. These ___ 4 ___ make the nest a soft home for the baby birds.

3. a broken b forgotten c finished d empty e missed

4. a babies b sticks c feathers d nests e eats

"There's a good strong wind ___5___," said Dave. "Just the day to fly my kite." In an hour, the wind became much ___6___ and Dave lost his kite.

5. a mill b bellow c belong d yesterday e blowing

6. a hotter b less c smaller d stronger e gentler

If it were not for their coats of white fur, polar bears would easily be seen by hunters. As it is, they look so much like the surrounding ___ 7 ___ that hunters often do not see them until they ___ 8 ___.

7. a snow b coal c dirt d sugar e water

8. a aren't b melt c hide d move e aim

The porter who makes up the beds on a train has other ___ 9 ___ too. For example, he helps the passengers with their ___10___ as they arrive at their destinations. In general, he tries to make them comfortable.

9. a words b engines c wise d fares e responsibilities

10. a baggage b customers c taxes d tips e comfortable

Skating down a driveway is often not safe. If the driveway is steep and one is coasting fast, it is ___11___ to make the sharp turn that is necessary to avoid going into the ___12___.

11. a warning b difficult c early d different e able

12. a turn b driveway c sun d beginning e street

In some countries, people who own waterfront property or small islands possess only what is above the high tide mark. They do not own the foreshore, that strip of ___13___ lying between the high-water and low-water ___14___.

13. a foremast b land c bark d cloth e time

14. a storms b pressures c valves d temperature e marks

GO ON TO THE NEXT PAGE

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Comprehension

The hummingbird has a long slender bill. It thrusts this bill into flowers to get nectar and insects. When ___15___, it beats its wings so rapidly that they sound like the ___16___ of a tiny motor.

15. a hopping b resting c flying d flowers e walking

16. a hum b scratch c grit d size e crash

As one looks down a long, straight road, it seems to grow narrower in the ___17___. Telephone poles give the ___18___ of growing smaller as the eye follows a row of them toward the horizon.

17. a distance b time c division d turnpike e city

18. a score b call c method d height e appearance

In 1954, Roger Bannister ran a mile in less than four minutes. Prior to this, it was thought ___19___ for a man to run a "four-minute" mile. Then in 1961 Herb Elliott of Australia ran the mile in three ___20___, fifty-four and a half seconds. He bettered Bannister's ___21___ by nearly five seconds.

19. a impossible b illegal c idea d careful e improper

20. a hours b times c parts d minutes e counts

21. a right b record c timely d mill e recount

The high cost of building good roads has made it necessary for highway builders to exact tolls from motorists. "Turnpike" is one name given to those highways where travelers must pay ___22___ All ___23___ using the ___24___ go through toll gates and thereby share the cost of good roads.

22. a told b motorists c tolls d roads e respect

23. a buildings b vehicles c necessary d ready e without

24. a turnpikes b gates c builders d toll e teletypes

In 1927, Charles A. Lindbergh made the first nonstop solo flight from New York to Paris in thirty-three and a half hours. Jet planes now ___25___ the Atlantic Ocean take only a ___26___ of the time that Lindbergh took.

25. a refueling b cover c enter d crossing e going

26. a century b fraction c double d passing e history

Sago is a food obtained from the trunk of a certain species of the palm tree. The finest sago comes from large ___27___ that grow in the East Indies. Each tree ___28___ yields from one hundred to eight hundred pounds of sago.

27. a fires b vines c fruits d forests e animals

28. a branch b top c root d leaf e trunk

It isn't wise to send cash through the mail, since for a few cents you can buy a postal money order for the exact ___29___ you wish to send. Only the person to whom you make it out can get ___30___ for it. To receive the money, he must show proper ___31___.

29. a person b address c amount d poster e paper

30. a cash b trouble c postage d mail e stock

31. a manners b face c own d identification e ideas

Normal air pressure is about sixteen pounds per square inch. If the air pressure suddenly becomes much less than this, you feel lightheaded and dizzy. If the air ___32___ increases to much more than sixteen pounds per square inch, the whole world seems to be pressing down and trying to suffocate you. Air pressure is something that you live in all the time and yet never ___33___ unless it suddenly ___34___.

32. a dampness b perhaps c ways d pressure e letter

33. a notice b eat c drink d ask e smell

34. a appears b changes c stays d explodes e cries

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Appendix J - Continued

Comprehension

As they paddled in to the lakeshore, they saw the log ___35___ which was to be their headquarters for the trapping season. "Couldn't be better ___36___," said Don. "It's almost surrounded by sheltering trees and only a stone's throw from the ___37___ of the lake."

35. a roll b cabin c farm d fence e cut

36. a scene b mounting c season d situated e tree

37. a edge b swimming c tree d hill e river

Speed was necessary, and Fred had tried to find a short cut through the forest. Now he knew that his ___38___ had not been a good one. He was ___39___. More time than he could have saved would now be ___40___ trying to get his bearings.

38. a purchase b safe c time d decision e speed

39. a lost b large c asleep d torn e last

40. a saved b locked c spent d clocked e sent

The best fancy diving is the result of long practice. However, ___41___, in and of itself, does not bring championship form. Championship diving is the ___42___ of such specifics as muscular ___43___ and coordination plus exact timing.

41. a prevention b practice c reaction d recognition e a degree

42. a importance b spring c result d school e reading

43. a rest b punch c pain d springboard e control

The Lincoln cent, first minted in 1909, was the first cent to bear the ___44___ of an actual person. In 1959, the reverse side of the Lincoln cent was ___45___. The wheat heads were ___46___ by a front view of the Lincoln Memorial, situated in Washington, D.C.

44. a back b imagination c likeness d thumbprint e brunt

45. a covered b redesigned c massed d generated e blotted

46. a replaced b reversed c published d registered e reached

The process of alternating layers of flat glass with layers of plastic is one form of lamination. This special process yields a ___47___ which is used for windshields. A windshield made of ___48___ glass is relatively safe because the plastic layers have an elastic quality which ___49___ broken glass from shattering and causing injuries.

47. a cleaner b residue c crop d product e project

48. a steel b curved c laminated d transfused e plate

49. a each b tries c prevents d encourages e causes

In ordinary ___50___, the qualities of the speaker's voice give important clues to his thoughts and feelings. But when you read someone else's written work, you must study the ___51___ carefully so that you can interpret the ___52___ thoughts and feelings.

50. a textbooks b thinking c feelings d material e conversation

51. a dictionary b letters c text d syllables e spelling

52. a enthusiastic b common c listener's d writer's e association's

STOP
CHECK YOUR WORK

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Appendix K

PAIRED READING CHECKLIST

Prior to the reading experience

- ☐ Student chooses the reading material
- ☐ Reading occurs in a quiet, comfortable place
- ☐ Reading material is easily seen by student and tutor
- ☐ Discussion occurs before the reading session begins

Duet reading

- ☐ Pair uses an established "start signal"
- ☐ Pair begins by reading together, in duet
- ☐ Each word is read AT THE SAME TIME in duet
- ☐ If the pair get "out of sync", they begin again using the starting signal
- ☐ Student or tutor points to words, if desired

When an error is made in duet reading

- ☐ Tutor points to the word not read correctly and says the word
- ☐ Student repeats the word
- ☐ Pair continues duet reading

Solo reading

- ☐ Student uses an established signal to read solo
- ☐ Tutor stops reading immediately
- ☐ Tutor praises the student for signalling, with a "good" or "fine"
- ☐ Tutor provides supportive feedback as the student reads solo

When the student struggles with a word for more than 4 seconds or makes an error during solo reading

- ☐ Tutor points to the word not read correctly and says the word
- ☐ Student repeats the word
- ☐ Pair reverts to duet reading until the signal to read solo is given again

General

- ☐ Pair moves continuously between duet and solo reading with ease
- ☐ Discussion occurs throughout the session
- ☐ Pair adheres to the agreed practice schedule (check diary)

[Adapted by M. Brimacombe from Paired Reading Training Pack (1988): K. Topping]

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Appendix L

PAIRED READING: WHAT DO YOU THINK?

Tutor Checklist

Tutor's Name _____ Student's Name _____

PLEASE UNDERLINE WHICH IS TRUE FOR YOU

PLEASE RETURN THIS QUESTIONNAIRE AT THE PARENT CONFERENCE

A. Is your student . . .

1.	reading more	about the same	reading less
2.	staying with the same kind of book	about the same	reading different kinds of books
3.	understanding books more	about the same	understanding books less

B. Is your student . . .

4.	less confident in reading	about the same	more confident in reading
5.	more willing to read	about the same	less willing to read
6.	less interested in reading	about the same	more interested in reading
7.	enjoying reading more	about the same	enjoying reading less

C. When reading out loud, is your student . . .

8.	making more mistakes	about the same	making less mistakes
9.	keeping a steadier flow	about the same	stopping and starting more
10.	reading in a lifeless, boring way	about the same	reading with more life and expression

D. Would you like to . . . CHECK ONLY ONE

11. Continue Paired Reading as often as now? ☐
12. Continue Paired Reading but not so often? ☐
13. Continue tutoring but in a different way? ☐

E. The length of the program was 10 weeks. Was this...

14. too long just right not long enough

F. Was the number of parent meetings...

too many just right needed more

G. Was the parent training...

adequate inadequate

H. How much were the prizes an incentive to keep your child reading?

some just right no incentive at all

I. Other coments: (feel free to write on back of sheet):

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NOTE:

Appendices A and J: The Gates-MacGinitie Reading Tests, Survey D, Forms 1 and 2 are copies of the tests because originals were unavailable.

Appendices E, F, G, H, I, K, and L: These materials were taken from reproducible items included with the program entitled Paired Reading: Positive Reading Practice, developed by the Northern Alberta Reading Specialist's Council.

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